

Tullawong State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The Tullawong State School Annual Report for 2015 reflects student, staff and community achievements and goals and also outlines future priorities and directions for the school in 2016. 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 2015, we had a student enrolment of 980 students. We offer all students a quality education program aimed at maximizing student potential and achieving the best educational outcomes for all students. During 2015, an Indigenous enrolment of approximately 17% of the entire student population attended our school. Approximately 10% of the student population was supported by the Special Education Program in 2015.

School progress towards its goals in 2015

- **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.

Future outlook

During 2016, we are committed to:

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's achievement in NMS in Reading from 86% to over 90% and
- Increase the percentage of students above the NMS for Numeracy from 88% to over 90%
- Or have an evidence-based learning plan in place to address their specific learning needs 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

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

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%

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1129	574	555	159	91%
2014	1131	570	561	171	88%
2015	978	516	462	126	89%

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 2015, 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:

The Tullawong State School student population has been steady during the period 2014 – 2015. Approximately 90 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 6 Tullawong State School students in 2015 enrolled at local State High Schools within the district.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	24	24
Year 4 – Year 7 Primary	24	27	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	342	437	427
Long Suspensions - 6 to 20 days	40	13	8
Exclusions	1	3	4
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 may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Teaching and learning at Tullwong State School in 2015 incorporated:

- English, mathematics, science, geography and history delivered as discrete learning areas, following the National Curriculum and school 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
- Differentiated pedagogy to suit the level of the students
- Constructive feedback to help improve learning

Tullwong 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 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
- Under 8s Day
- Mid-year and end of year recital evenings

How Information and Communication Technologies are used to improve 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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	82%	82%	86%
this is a good school (S2035)	93%	82%	93%
their child likes being at this school (S2001)	93%	97%	93%
their child feels safe at this school (S2002)	93%	87%	93%
their child's learning needs are being met at this school (S2003)	89%	87%	88%
their child is making good progress at this school (S2004)	85%	85%	86%
teachers at this school expect their child to do his or her best (S2005)	93%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	79%	83%
teachers at this school motivate their child to learn (S2007)	89%	79%	83%
teachers at this school treat students fairly (S2008)	81%	74%	85%
they can talk to their child's teachers about their concerns (S2009)	100%	89%	90%
this school works with them to support their child's learning (S2010)	89%	90%	87%
this school takes parents' opinions seriously (S2011)	84%	71%	82%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	82%	59%	66%
this school looks for ways to improve (S2013)	85%	85%	85%
this school is well maintained (S2014)	89%	87%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	90%	98%
they like being at their school (S2036)	80%	89%	97%
they feel safe at their school (S2037)	84%	74%	97%
their teachers motivate them to learn (S2038)	94%	92%	100%
their teachers expect them to do their best (S2039)	97%	96%	100%
their teachers provide them with useful feedback about their school work (S2040)	90%	86%	95%
teachers treat students fairly at their school (S2041)	77%	70%	94%
they can talk to their teachers about their concerns (S2042)	85%	83%	95%
their school takes students' opinions seriously (S2043)	77%	65%	93%
student behaviour is well managed at their school (S2044)	73%	49%	75%
their school looks for ways to improve (S2045)	91%	84%	97%
their school is well maintained (S2046)	90%	66%	92%
their school gives them opportunities to do interesting things (S2047)	95%	81%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	89%	91%
they feel that their school is a safe place in which to work (S2070)	87%	81%	78%
they receive useful feedback about their work at their school (S2071)	83%	78%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	88%	97%
students are encouraged to do their best at their school (S2072)	98%	95%	96%
students are treated fairly at their school (S2073)	83%	84%	84%
student behaviour is well managed at their school (S2074)	74%	50%	67%
staff are well supported at their school (S2075)	87%	66%	72%
their school takes staff opinions seriously (S2076)	84%	69%	80%
their school looks for ways to improve (S2077)	100%	94%	98%
their school is well maintained (S2078)	93%	89%	91%
their school gives them opportunities to do interesting things (S2079)	80%	81%	82%

'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.

Reducing the school's environmental footprint

Tullawong State School has reduced its consumption of water over the last financial year. Reductions are evident as a result of water 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
2012-2013	236,870	207,242
2013-2014	145,014	17,003
2014-2015	207,911	8,945

*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.

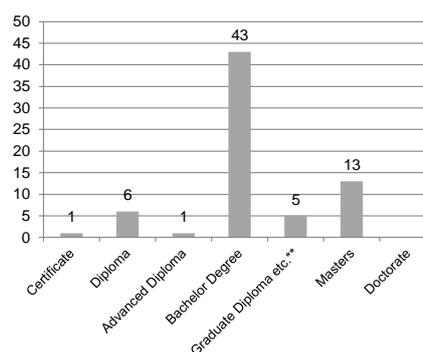
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	69	54	6
Full-time equivalents	66	34	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	6
Advanced Diploma	1
Bachelor Degree	43
Graduate Diploma etc.**	5
Masters	13
Doctorate	
Total	69



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 2015 were \$109 505

The major professional development initiatives are as follows:

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 2015 was 96%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	86%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

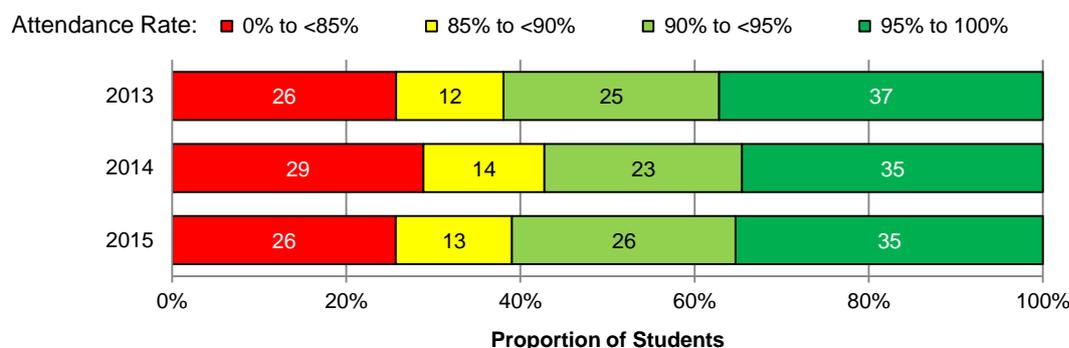
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	88%	91%	90%	90%	88%	89%	88%
2014	88%	88%	88%	90%	89%	90%	87%	87%
2015	91%	88%	88%	87%	91%	89%	88%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**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.