



Tullawong State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

Postal address	60-94 Smiths Road Caboolture 4510
Phone	(07) 5431 4666
Fax	(07) 5431 4600
Email	principal@tullawongss.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

School overview

Tullawong State School is a large co-educational Primary School (Prep to Year 7) with approximately 1100 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 Year 5 to Year 7 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

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	756	670	612
Girls	381	339	307
Boys	375	331	305
Indigenous	138	114	98
Enrolment continuity (Feb. – Nov.)	90%	88%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	22	22	23
Year 4 – Year 6	26	26	27

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at

<https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Our Approach to Curriculum Delivery

Teaching and learning at Tullawong State School in 2019 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 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.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here

<https://www.qld.gov.au/education/schools/information/programs>.

At Tullawong State School 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.

- 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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at

<https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

At Tullawong State School, 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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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 local community organisations, 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 addition to this, the school runs a community coffee shop for parents and a tuckshop for students. In 2019, the school also offered on-site psychologist service to families.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	90%	89%	72%
• this is a good school (S2035)	87%	80%	76%
• their child likes being at this school* (S2001)	87%	94%	76%
• their child feels safe at this school* (S2002)	87%	86%	72%
• their child's learning needs are being met at this school* (S2003)	97%	89%	72%
• their child is making good progress at this school* (S2004)	93%	86%	80%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	92%	84%
• teachers at this school motivate their child to learn* (S2007)	90%	86%	80%
• teachers at this school treat students fairly* (S2008)	79%	72%	76%
• they can talk to their child's teachers about their concerns* (S2009)	90%	83%	88%
• this school works with them to support their child's learning* (S2010)	90%	81%	76%
• this school takes parents' opinions seriously* (S2011)	86%	68%	68%
• student behaviour is well managed at this school* (S2012)	57%	58%	56%
• this school looks for ways to improve* (S2013)	86%	77%	64%
• this school is well maintained* (S2014)	90%	86%	76%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	88%	93%	89%
• they like being at their school* (S2036)	90%	91%	84%
• they feel safe at their school* (S2037)	88%	84%	72%
• their teachers motivate them to learn* (S2038)	93%	92%	91%
• their teachers expect them to do their best* (S2039)	99%	96%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	90%
• teachers treat students fairly at their school* (S2041)	86%	79%	72%
• they can talk to their teachers about their concerns* (S2042)	82%	82%	74%
• their school takes students' opinions seriously* (S2043)	78%	70%	68%
• student behaviour is well managed at their school* (S2044)	52%	68%	52%
• their school looks for ways to improve* (S2045)	94%	90%	83%
• their school is well maintained* (S2046)	82%	84%	71%
• their school gives them opportunities to do interesting things* (S2047)	86%	91%	82%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	89%	98%	92%
• they feel that their school is a safe place in which to work (S2070)	72%	80%	78%
• they receive useful feedback about their work at their school (S2071)	82%	85%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	83%	92%
• students are encouraged to do their best at their school (S2072)	97%	98%	89%
• students are treated fairly at their school (S2073)	79%	83%	84%
• student behaviour is well managed at their school (S2074)	44%	57%	46%
• staff are well supported at their school (S2075)	73%	80%	70%
• their school takes staff opinions seriously (S2076)	82%	82%	75%
• their school looks for ways to improve (S2077)	95%	93%	92%
• their school is well maintained (S2078)	85%	98%	86%
• their school gives them opportunities to do interesting things (S2079)	88%	87%	84%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/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.

Tullawong launched the 'Talking Families' initiative, working closely with Queensland Family and Child Commission and Family and Child Connect (FACC). This initiative works towards providing the right service and the right time.

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 education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour

- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships through Positive Behaviour for Learning and REBOOT. Reboot empowers us to be both willing and capable of making the best of our opportunities! With Reboot's 12 neuroscience-based PRACTICAL tools students learn to foster the habits of learning and life success, create school and home cultures that value engagement and deliver whole-brain teaching, parenting and individual support. Through the PBL and REBOOT we have a fortnightly focus that is framed around social and emotional learning skills and personal and social capability.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	363	279	249
Long suspensions – 11 to 20 days	5	5	2
Exclusions	1	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	252,699	227,627	255,096
Water (kL)	8,666	2,562	8,356

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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](http://www.myschool.edu.au) website.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	33	<5
Full-time equivalents	44	23	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 93% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	89%	88%	87%
Attendance rate for Indigenous** students at this school	85%	85%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

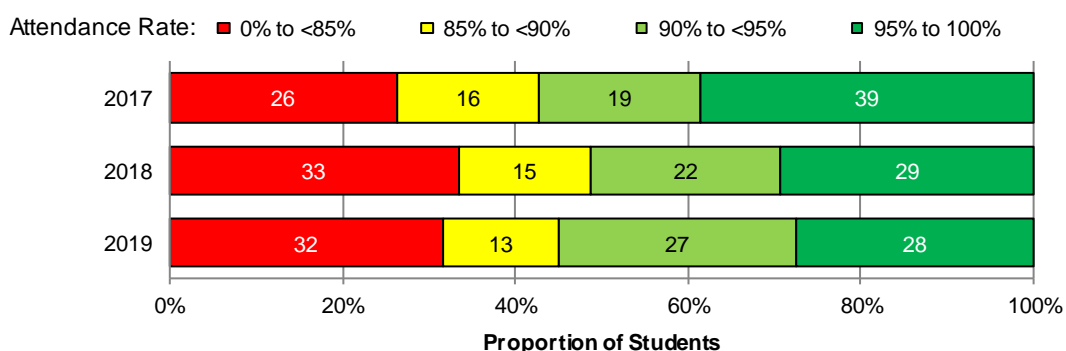
Year level	2017	2018	2019
Prep	91%	88%	90%
Year 1	88%	86%	87%
Year 2	91%	87%	88%
Year 3	90%	89%	87%
Year 4	87%	90%	86%
Year 5	85%	86%	88%
Year 6	90%	87%	85%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.