Tingalpa State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

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

Queensland
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School Overview

Tingalpa State School is co-educational and caters for the educational needs of children from Prep-Year 6. Our focus is on providing an excellent teaching and learning environment to allow children to achieve academic success and develop positive social and emotional skills. Our supportive and caring environment helps to motivate children to "Strive to Excel" in all that they do.

With just over 440 students, our school shares a sense of family and allows us to develop strong partnerships with parents and carers. Together we can provide children with the best foundations for their future. Established in 1873, Tingalpa State School has a proud history within its community and continues to hold a positive, caring reputation. Our dedicated staff develop challenging and rigorous learning opportunities to meet the needs of all children in a modern learning environment.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

As a school we submitted the following strategies to improve student outcomes:

- Providing professional development (internal & external) to all teachers and teacher-aides in explicit teaching practices.
- Purchasing TRS to release teachers for Coaching Conversations.
- Provide opportunities for teachers to work collaboratively.
- Employ a Head of Curriculum to embed whole school curriculum plans.
- Employ Teacher Aides to support the improvement agenda
- Purchasing TRS to release Prep Liaison Teacher to establish networks with feeder Pre-Prep Providers.
- Purchasing additional resources to compliment initiatives
- School teams to visit 'like schools' performing at higher academic levels to identify effective teaching practices.

During 2017, we have focused on maximising the benefits of this funding for our students. After reviewing our Investing for Success agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our strategies to ensure that every student succeeds.

As a school we implemented targeted, evidence-based strategies to improve student performance in Literacy / Numeracy:

- Continued our use of short term data collection cycles to track student learning through the use of Data Walls.
- Further developed coaching, mentoring and professional learning programs to improve teacher capability and collegiality – a focused, strategic and school-wide focus on improving instructional practices.
- ICPs have been written for students not able to access their year level curriculum.
- Engaged all teachers in Learning Walks and Case Management Meetings to scaffold teachers to reflect on student learning.
- Implemented a whole school approach to Guided Maths and Guided Reading.
- Revised Whole School Maths Program with Year Level Overviews.
- Revised Maths Assessment to ensure there are multiple opportunities for students to demonstrate knowledge, understanding and application.

- Released Year Level Teams to plan teaching, learning and assessment each term in English, French and Maths.
- Implemented a remedial Speech Language Therapy program for identified students requiring support in Oral Language. Implemented additional support (TA) for English as an Additional Dialect (EAL/D) students across the school identified as requiring support.
- Implemented additional support (T /TA) to support the French Bilingual Program.
- Implemented intervention programs delivered by Teaching and Learning Mentor, Teachers and TAs.
- Purchased additional resources to support Reading and Maths initiatives.
- Employed a Head of Curriculum to support curriculum alignment.
- Released Year Level Leaders to support Year Level Requirements.
- Engaged Teachers and Teacher Aides in PD to develop effective pedagogical practices in Maths.
- Engaged teachers in Professional Learning Circles: Differentiated Classroom.
- Released a Senior Experienced Prep Teacher to visit and host with Pre-Prep providers to build stronger partnerships and have shared understandings around skill and routine expectations of students entering Prep.
- Offered Parent Information Sessions and newsletter items to provide information to parents on how to help their children at home.

Additional Focus and successes for 2017:
- The French Ministry formally accredited the Tingalpa State School French Bilingual Program with AEFE, Agency for French Teaching Abroad. The accreditation recognises Tingalpa State School as the first school in Queensland to be accredited with the French Ministry.
- French Bilingual Program was expanded to Year 5.
- Tingalpa State School successfully maintained their accreditation with ASAA Australasian School Accreditation Agency, through the annual review process.
- Explicit improvement in the Teaching of Mathematics.
- Use of NAPLAN- National Assessment Program Literacy and Numeracy, diagnostic and A-E data to improve student achievement.
- Tingalpa State School organised and hosted the Inaugural Maths Mastermind Challenge for selected students in years 4 and 5. Tingalpa Team A came second and Team B came third.

Future Outlook

Our priorities for 2018 are:
* Continue to build on improving literacy and numeracy results. This involves whole school approach to explicit teaching of reading and numeracy strategies.
* Mathematics
* Critical and Creative Thinking.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	328	167	161	14	93%
2016	359	196	163	21	94%
2017	395	216	179	23	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Tingalpa State School attracts a wide variety of students, most of who reside in the catchment area. The school supports children with disabilities and those who are gifted academically, musically or in sporting ability. Students with English as a Second Language and refugee children are assisted through appropriate programming and specialised teachers. Tingalpa State School educates students from a wide variety of religious and cultural backgrounds, including many international families.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	23	28	26

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Curriculum Delivery

Our Approach to Curriculum Delivery
The **Australian Curriculum** for English, Maths, Science, HASS, Physical Education and Health and Japanese (as our language other than English taught in year 5 and 6), French in year 3 and 4, Technology and The Arts.

The school has developed a culture of high expectations in all key student learning areas but specifically in literacy and numeracy achievement. Focus has been placed on explicit curriculum planning, teaching, assessment and reporting practices that help individual students to achieve learning expectations.

Tingalpa State School is developing strong differentiation practices across the school to cater for all learning needs. We have been working on building our knowledge of differentiating the curriculum to extend and challenge high achieving and gifted learners. In addition to the curriculum we have expanded the number of programs offered to high achieving and gifted learners, these include IGNITE, Ignition, Maths Mastermind, Young Writers' Festival and STEM programs.

Co-curricular Activities
Extra and co curricula activities cater for the diversity of students in the school. These include:
- Performing Arts – Spring Soiree, dance, choir, instrumental music band and ensembles.
- Academic- ICAS competitions, Gifted and Talented programs, Maths Mastermind Competition.
- Tingalpa Tales – Author Week.
- Camp for students in Years 5 and 6.
- Sport Aerobics.
- Pastoral Care - school chaplain.
- Student leadership - There are many opportunities for students to develop leadership skills and to participate in decision making in the school such as the School Captains, Media Captains, Sports Captains, Performing Arts Captains and Student Councillors. Leadership pathways for students are created through participation in the various extra curricula activities teams and clubs.
- Robotics and Coding Clubs
- Community events such as; Tingalpa Tales dress up, Easter Hat Parade, Under 8's Day, ANZAC ceremony, Christmas Carols and Bullying No Way Day activities.
- Well-being presentations such as; Day for Daniel and Cyber safety programs.
- Sport - soccer, rugby league, touch football, netball, AFL, swimming, cross country and athletics.
- Celebrations of learning occur on parade each fortnight and in classrooms at the end of Term 1 and 3 with an open classroom session.

How Information and Communication Technologies are used to Assist Learning

At Tingalpa State School we embed the use of computer technology or Information Communication Technologies (ICTs) in our teaching and learning programs through:

The use of interactive white boards or 'smartboards' in all classrooms across the school, enhancing the learning opportunities for all students, with all teachers using the boards in their teaching and learning programs. Teachers and students together use the various web based learning objects and programs that provide students with the real life and life like learning opportunities.

A wireless network has been installed in all areas of the school to enhance teaching and learning.

Classrooms have access to banks of laptops for digital work in the classroom. All teachers have their own laptop. We also have additional computers in the Computer Lab and the Cre8 Centre for classes to access. iPads are available for teacher and student access in Prep, French Bilingual Program, EALD and SEP.

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A range of online and school purchased programs, support and extend students across the school in Mathematics and English. Some of these include; Sunshine Readers, Sunshine Online, Matific and Typing Tournament. Students can access these programs at school and at home.

The school has purchased Ozobots, Lego Mindstorms, Beebots and Lego WeDo to support coding and the Digital Curriculum.

Social Climate

Overview
Every member of Tingalpa State School is encouraged to use the **CARE** Code of Behaviour which reflects the values, beliefs and involvement of the wider Tingalpa community.

Cooperation– Work together and encourage others
Attitude– Be honest and act positively
Respect– People, property and the environment
Effort– Do your best and be responsible for your actions

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	88%
this is a good school (S2035)	100%	97%	88%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	100%	100%	85%
their child is making good progress at this school* (S2004)	100%	97%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
teachers at this school treat students fairly* (S2008)	95%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	95%
this school works with them to support their child's learning* (S2010)	100%	100%	80%
this school takes parents' opinions seriously* (S2011)	85%	94%	66%
student behaviour is well managed at this school* (S2012)	95%	93%	79%
this school looks for ways to improve* (S2013)	100%	97%	90%
this school is well maintained* (S2014)	100%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	95%	100%
they like being at their school* (S2036)	96%	94%	99%
they feel safe at their school* (S2037)	99%	98%	95%

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Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	100%	97%	100%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
teachers treat students fairly at their school* (S2041)	97%	95%	94%
they can talk to their teachers about their concerns* (S2042)	90%	90%	92%
their school takes students' opinions seriously* (S2043)	91%	93%	85%
student behaviour is well managed at their school* (S2044)	91%	83%	83%
their school looks for ways to improve* (S2045)	99%	97%	96%
their school is well maintained* (S2046)	99%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	89%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
they receive useful feedback about their work at their school (S2071)	87%	93%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	71%	93%
students are encouraged to do their best at their school (S2072)	97%	96%	100%
students are treated fairly at their school (S2073)	97%	96%	90%
student behaviour is well managed at their school (S2074)	76%	96%	90%
staff are well supported at their school (S2075)	72%	86%	80%
their school takes staff opinions seriously (S2076)	71%	78%	79%
their school looks for ways to improve (S2077)	90%	96%	100%
their school is well maintained (S2078)	97%	96%	100%
their school gives them opportunities to do interesting things (S2079)	83%	93%	90%

* 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
Parents are encouraged to contribute to their child's education by regularly visiting classrooms and volunteering. Tingalpa State School realises that only a proportion of parents can visit the school during school hours, therefore we endeavour to communicate with and involve parents in a variety of ways. Curriculum Semester Overviews, class newsletters and fortnightly school newsletters are distributed electronically as well as online via the school's website. We offer a range of parent information sessions about raising children and how parents can assist in their children's learning journey.

We value the parent as the child's first teacher and develop strong partnerships with parents and carers to ensure that the children's schooling experience is enjoyable and successful.

The P&C association is an important group in which parents can be involved in school decision making processes. The principal reports to this group on a monthly basis. The P&C works collaboratively with

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staff at the school to raise funds to support school curriculum programs and initiatives, as well as work with the school to organise events that celebrate student learning and achievement.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

Our school offers a series of social and emotional programs and lessons that aim to promote the skills and attributes that not only encourage successful and independent learners but also the strategies for participating successfully in life.

Tingalpa State School promotes a safe, tolerant and disciplined learning environment. Our community is guided by four CARE values – Co-operation, Attitude, Respect and Effort. The consistency of these values across the school ensures requirements outlined in the Responsible Behaviour Plan for students is clear.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	7	14	14
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. During 20167the following initiatives were implemented to reduce the school's environmental footprint:

- Vegetable gardens
- Tree planting
- School communication is conducted electronically.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	154,039	1,856
2015-2016	142,951	518
2016-2017	130,317	1,146

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.

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School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.
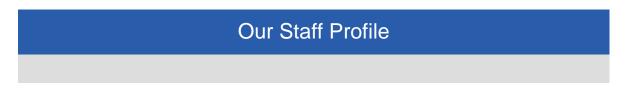
To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	37	19	<5
Full-time Equivalents	28	12	<5

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	6
Graduate Diploma etc.**	4
Bachelor degree	25
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $24 500.

The major professional development initiatives are as follows:

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The proportion of the teaching staff involved in professional development activities during 2016 was 100%

The major professional development initiatives are as follows:

- Reading
- Maths
- Learning Walks
- Moderation
- Peer coaching
- Data analysis
- Professional Reading Book Clubs

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

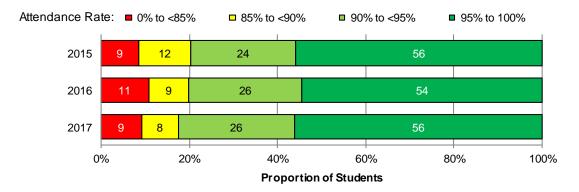The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	93%	94%	94%	93%	91%	93%						
2016	94%	95%	94%	94%	93%	95%	93%						
2017	94%	93%	95%	96%	94%	94%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Rolls are marked twice each day at Tingalpa State School. Once at the start of the day and again after lunch. Parents inform the school of student absence via phone, email or note. Roll data is captured electronically.

Student absenteeism is discussed at regular administration meetings using the entered data as reference. It can also be brought to the attention of administration by teachers. Families of students with unexplained absenteeism are contacted to ensure a swift resolution to any unexplained absenteeism. If this is not possible, then a process of sending formal letters are mailed to the parents in accordance with DET Managing Student Absences policies.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

The 2017 school year at Tingalpa State School proved to be successful for students, parents and staff.

Tingalpa State School successfully maintained their accreditation with Australasian School Accreditation Agency (ASAA), through the annual review process.

The French Ministry formally accredited the Tingalpa State School French Bilingual Program with AEFE, Agency for French Teaching Abroad. The accreditation recognises Tingalpa State School as the first school in Queensland to be accredited with the French Ministry.

We continue to use NAPLAN- National Assessment Program Literacy and Numeracy, diagnostic and A-E data to improve student achievement.