

Tingalpa State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

The Tingalpa State School Annual Report is a document reporting on our school's activities and celebrations for the 2014 school year. It provides contextual information such as the curriculum, opportunities for parental involvement and extracurricular activities, as well as student outcomes data, and school performance.

School progress towards its goals in 2014

In 2014, the Queensland Government commenced the Great Results Guarantee, a four-year initiative with funding provided by the Australian Government's Students First initiative to improve student outcomes. The following strategies were implemented with the additional \$116,668 that Tingalpa State School received to ensure every child was succeeding through:

- Establish short term data collection cycles and teacher capability in using data to identify learning gaps, devise learning targets and plan for personalised and precise student learning – Reading, Writing and Numeracy. (Hattie, Routledge 2013, Fullum, Hill and Crevola, Corwin 2006)
- Implement whole school, data-driven targeted teaching approach – provide capacity building training of teachers and support personnel ensuring increased capacity for personalisation and precision of the teaching of reading, writing and numeracy.
- Establish focussed mentoring and professional learning programs to improve teacher capability and collegiality – a focussed, strategic and school-wide focus on improving instructional practices – reading, writing and numeracy.
- Ensure all students not meeting NMS have a learning plan designed for them to meet their individual needs.

Additional Focus and successes for 2014:

- Successful transition phase for the introduction of the French Bilingual Program that will be implemented in 2015.
- Recognition of the Tingalpa State School Problem Solving Program in the cluster.
- Successful transition of Year 7 to secondary school.
- Explicit improvement in the teaching of Reading, Writing and Numeracy
- Implementation of the Australian Curriculum – Geography
- Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve students' achievements
- **2014 Showcase Regional Winner: Excellence in Leadership**

Future outlook

Our priorities for 2015 are:

- * Continue to build on improving literacy and numeracy results. This involves whole school approach to explicit teaching of reading and numeracy strategies.
- * Reading
- * Consolidate *Explicit Teaching* practices across the whole school through a variety of coaching methods.
- * Develop the School's Pedagogical Framework using Marzano's Art and Science of Teaching -
- * Introduction of French Bilingual program into Prep.

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	356	176	180	87%
2013	334	167	167	93%
2014	356	181	175	93%

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

Characteristics of the student body:

Tingalpa State School students are responsible independent thinkers. They exhibit enormous pride in their school and themselves.

Tingalpa State School has a strong sense of and connection with its community. Community groups are most welcome at Tingalpa State School.

Student Family Backgrounds: Sixteen Tingalpa State School students identify as being Aboriginal and/or Torres Strait Islander. There are students at Tingalpa School who have family backgrounds/cultures from at least 17 different countries with an increasing number of families moving to Tingalpa from overseas.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	24	20
Year 4 – Year 7 Primary	26	20	26
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	10	20	16
Long Suspensions - 6 to 20 days	1	0	2
Exclusions [#]	3	0	0
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

The **Australian Curriculum** for English, Maths, Science, Geography and History and the **Essential Learnings** for SOSE, Technology, Physical Education and Health, The Arts and Japanese (as our language other than English taught in year 6 and 7) comprise our curriculum.

The school is developing 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 has a very strong sporting program and an increasing focus on performing arts. The school also has environmental and educational links with Bulimba Creek Catchment Coordinating Committee 'B4C' and Moreton Bay Environmental Education Centre "MBEEC". This community and educational support is assisting to create environmentally sustainable practices in the school. This, along with embedding Aboriginal and Torres Strait Islander perspectives within the curriculum, is a growing distinction of Tingalpa State School's curriculum.

Every classroom from year Prep -7 has an interactive whiteboard. This assists with the integration of ICTs across the curriculum and complements work the students undertake in the computer laboratory and resource centre. 2014 saw the introduction of 10 iPads to support classroom learning.

Extra curricula activities:

Extra curricula activities cater for the diversity of students in the school. These include:

- sport - soccer, rugby league, touch football, netball, AFL, softball, swimming, cross country and athletics.
- Performing Arts – dance, choir, instrumental music band and ensembles.
- Academic- Resource Centre, Computer Lab, ICAS competitions, Gifted and Talented programs, Extension days, Chess club.
- Camp for students in Years 5, 6 and 7 at country and seaside settings.
- Environmental and volunteering - Environment club and project work with B4C and MBEEC, weed busting.
- Pastoral Care and student leadership– Student council, school chaplain and Hope Mentors.
- 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. From year 4 students are able to participate in the student council and be part of the school's student leadership team.

- Community events such as; Book week Fancy Dress Parade, Easter Hat Parade, ANZAC ceremony, Christmas Carols, Arts Night, NAIDOC week celebrations and Harmony Day activities.
- Well-being presentations such as; Spinal Injuries awareness, Day for Daniel, Road Safety, Cyber safety and Bike safety programs.
- Celebrations of learning occur on parade each fortnight and in classrooms at the end of each semester with an open classroom.

How Information and Communication Technologies are used to assist learning

Tingalpa State School has the ICT facilities available for computers to be used in individual, small group and whole class situations. Up to four computers are housed in each classroom along with a suite of 30 computers in a computer lab. Computers are used in conjunction with interactive white boards that are in all year Prep-7 classrooms.

Interactive whiteboards in each classroom have allowed for much greater whole class and group interaction using ICTs.

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.

Computers are used to keep accurate assessment records and create reporting data for school, system and parent use.

Social Climate

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



Tingalpa State School employs a school chaplain. The chaplain works 3 days per week in the school and his main role is to be a support to the students, families and staff of the school. Through the chaplain the school also has volunteer “Kids Hope” mentors to work with individual students who, for various reasons, require extra assistance.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	91%	93%
this is a good school (S2035)	88%	91%	91%
their child likes being at this school* (S2001)	85%	97%	93%
their child feels safe at this school* (S2002)	91%	94%	91%
their child's learning needs are being met at this school* (S2003)	82%	91%	93%
their child is making good progress at this school* (S2004)	85%	91%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	88%	89%
teachers at this school motivate their child to learn* (S2007)	84%	82%	91%
teachers at this school treat students fairly* (S2008)	82%	84%	87%
they can talk to their child's teachers about their concerns* (S2009)	88%	91%	93%
this school works with them to support their child's learning* (S2010)	87%	82%	89%
this school takes parents' opinions seriously* (S2011)	81%	76%	82%
student behaviour is well managed at this school* (S2012)	79%	78%	87%
this school looks for ways to improve* (S2013)	93%	87%	91%
this school is well maintained* (S2014)	100%	97%	93%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	94%	98%	94%
they like being at their school* (S2036)	88%	100%	94%
they feel safe at their school* (S2037)	94%	98%	94%
their teachers motivate them to learn* (S2038)	97%	95%	97%
their teachers expect them to do their best* (S2039)	99%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	91%
teachers treat students fairly at their school* (S2041)	70%	92%	85%
they can talk to their teachers about their concerns* (S2042)	91%	90%	89%
their school takes students' opinions seriously* (S2043)	78%	94%	89%
student behaviour is well managed at their school* (S2044)	57%	83%	82%
their school looks for ways to improve* (S2045)	87%	99%	95%
their school is well maintained* (S2046)	83%	96%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		86%	100%
they feel that their school is a safe place in which to work (S2070)		97%	96%
they receive useful feedback about their work at their school (S2071)		80%	82%
students are encouraged to do their best at their school (S2072)		91%	100%
students are treated fairly at their school (S2073)		84%	100%
student behaviour is well managed at their school (S2074)		76%	96%
staff are well supported at their school (S2075)		74%	82%
their school takes staff opinions seriously (S2076)		74%	75%
their school looks for ways to improve (S2077)		94%	93%
their school is well maintained (S2078)		97%	96%
their school gives them opportunities to do interesting things (S2079)		82%	85%

* 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

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 and therefore we endeavour to communicate with and involve parents in a variety of ways. Term class newsletters and fortnightly school newsletters are distributed both in hard copy format 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 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.

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 2014 the following initiatives were implemented to reduce the school's environmental footprint:

- Recycling in classrooms
- Vegetable gardens
- Earth hour to turn power off, raising awareness of power consumption
- Tree planting
- Watering system
- Bike days to encourage environmentally sustainable travel to school

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	68,751	1,909
2012-2013	128,844	1,035
2013-2014	141,820	2,571

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.

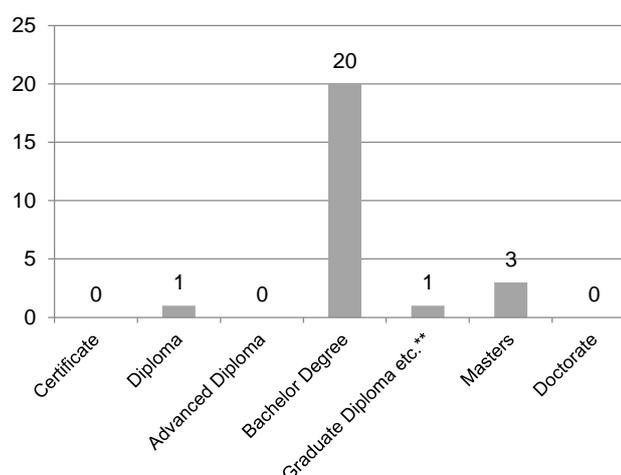
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	18	<5
Full-time equivalents	21	11	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
Total	25



*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 \$16 297.52.

The major professional development initiatives are as follows:

- * Explicit teaching
- * Art and Science of Teaching
- * Literacy
- * Numeracy
- * Philosophy
- * Moderation
- * Peer coaching
- * Gifted and Talented
- * Data analysis

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

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

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 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/>.

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).	94%	93%	94%

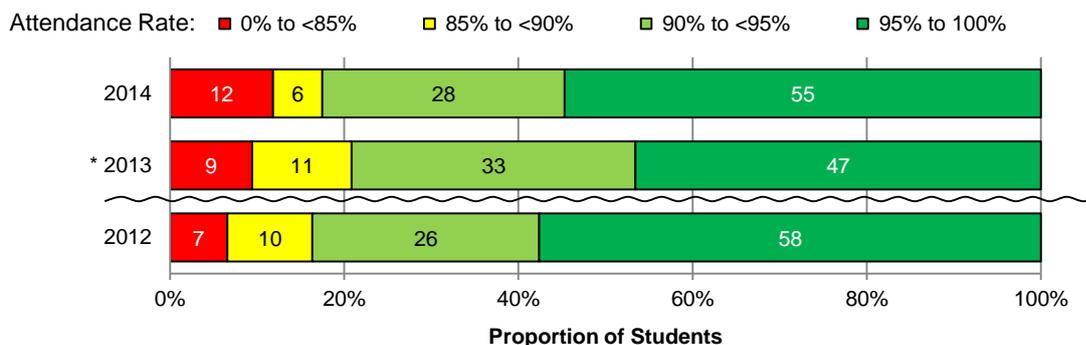
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	96%	95%	95%	94%	93%	96%	92%					
2013	92%	94%	95%	94%	95%	90%	91%					
2014	94%	93%	95%	92%	95%	95%	93%					

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.

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 formal letters are mailed to the parents in accordance with DET Managing Student Absences policies.

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

Tingalpa State School has implemented a range of strategies to meet the needs of our Indigenous students. These include:

- Cultural awareness program
- Indigenous art work
- Intensive literacy and numeracy support
- Monitoring attendance
- Adult mentors
- Monitoring academic performance

Indigenous student attendance and non-indigenous attendance in 2013 was comparable. Retention of Indigenous students compared to Non-Indigenous students is also comparable. Academic attainment shows that Indigenous and Non-Indigenous students had a similar percentage of students achieving C or above in Maths, English and Science.