



Tingalpa State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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 350 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 Forward

Introduction

School Progress towards its goals in 2016

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 a Data Wall.
- 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. (Peer Coaching, Coaching in Reading routines, Reading Coaching Conversations)
- Students not achieving NMS have had ICPs written to meet their individual needs.
- Engaged all teachers in Learning Walks to scaffold teachers to reflect on student learning.
- Implemented a remedial Speech Language Therapy program for identified students requiring support in Oral Language.
- Implemented additional support (T /TA) to support the French Bilingual Program.
- Implemented additional support (TA) for English as an Additional Dialect (EAL/D) students across the school identified as requiring support.
- Implemented intervention programs delivered by TAs
- Purchased additional resources to support Reading and Mathematics initiatives.
- Engaged aspiring leaders in PD for to develop leadership, coaching skills, pedagogy and data analysis
- Engaged Teachers and Teacher Aides in PD to develop effective pedagogical practices in Reading and Mathematics.
- Engaged teachers in Professional Learning Circle: Book Club Teach Like a Champion
- 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.

Additional focus and successes for 2016:

- Tingalpa State School was successfully accredited with Australasian School Accreditation Agency (ASAA)
- WMSEA Cluster State Winners in the Showcase Award for Leadership.
- Explicit improvement in the Teaching of Reading
- Use of NAPLAN- National Assessment Program Literacy and Numeracy data to improve students’ achievements
- Developed the School’s Pedagogical Framework using Marzano’s Art and Science of Teaching and Lyn Sharratt’s work.
- French Bilingual Program was expanded to Year 1 and a 2/3 class.

Future Outlook

Our priorities for 2017 are:

- Continue to build on improving literacy and numeracy results. This involves whole school approach to explicit teaching of reading and numeracy strategies.
- Mathematics
- Consolidate *Explicit Teaching* practices across the whole school through a variety of coaching methods.
- Expansion of French Bilingual program to Year 6.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	356	181	175	16	93%
2015*	328	167	161	14	93%
2016	359	196	163	21	94%

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 2016, 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

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	2014	2015*	2016
Prep – Year 3	20	23	23
Year 4 – Year 7	26	23	28
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The **Australian Curriculum** for English, Maths, Science, Geography and History and the **Essential Learnings** for Technology, Physical Education and Health, The Arts and Japanese (as our language other than English taught in year 5 and 6) 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 strong music and 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.

Co-curricular Activities

Co-curricular activities cater for the diversity of students in the school. These include:

- Academic - Resource Centre, Computer Lab, ICAS competitions, Gifted and Talented programs, Extension days, Chess club.
- Environmental and volunteering - Environment club and project work with B4C and MBEEC, weed busting.
- Term 2 Science Excursions to SPARQed, MBEEC, Lego Centre.
- Pastoral Care and student leadership – student council and 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 curricular activities teams and clubs.
- Community events such as; Easter Hat Parade, ANZAC ceremony, Under 8's Activities, Christmas Carols and Dance Program performance.
- Well-being presentations such as; Day for Daniel, Road Safety and Cyber safety programs.
- Sport - soccer, rugby league, touch football, netball, AFL, softball, swimming, cross country and athletics.
- Performing Arts – Spring Soiree, dance, choir, Ukulele Club, instrumental music band and ensembles.
- Camp for students in Years 5 and 6.
- 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. There is a suite of 30 computers in a computer lab. Computers and iPads are used in conjunction with interactive white boards that are in all classrooms.

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

Overview

Every member of Tingalpa State School is encouraged to use the **C.A.R.E.** 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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	100%	100%
this is a good school (S2035)	91%	100%	97%
their child likes being at this school* (S2001)	93%	100%	100%
their child feels safe at this school* (S2002)	91%	100%	100%
their child's learning needs are being met at this school* (S2003)	93%	100%	100%
their child is making good progress at this school* (S2004)	93%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	87%	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	97%
this school works with them to support their child's learning* (S2010)	89%	100%	100%
this school takes parents' opinions seriously* (S2011)	82%	85%	94%
student behaviour is well managed at this school* (S2012)	87%	95%	93%
this school looks for ways to improve* (S2013)	91%	100%	97%
this school is well maintained* (S2014)	93%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	99%	95%
they like being at their school* (S2036)	94%	96%	94%
they feel safe at their school* (S2037)	94%	99%	98%
their teachers motivate them to learn* (S2038)	97%	100%	97%
their teachers expect them to do their best* (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	98%	96%
teachers treat students fairly at their school* (S2041)	85%	97%	95%
they can talk to their teachers about their concerns* (S2042)	89%	90%	90%
their school takes students' opinions seriously* (S2043)	89%	91%	93%
student behaviour is well managed at their school* (S2044)	82%	91%	83%
their school looks for ways to improve* (S2045)	95%	99%	97%
their school is well maintained* (S2046)	92%	99%	94%
their school gives them opportunities to do interesting things* (S2047)	89%	96%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	96%
they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
they receive useful feedback about their work at their school (S2071)	82%	87%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	71%	71%
students are encouraged to do their best at their school (S2072)	100%	97%	96%
students are treated fairly at their school (S2073)	100%	97%	96%
student behaviour is well managed at their school (S2074)	96%	76%	96%
staff are well supported at their school (S2075)	82%	72%	86%
their school takes staff opinions seriously (S2076)	75%	71%	78%
their school looks for ways to improve (S2077)	93%	90%	96%
their school is well maintained (S2078)	96%	97%	96%
their school gives them opportunities to do interesting things (S2079)	85%	83%	93%

* 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

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.

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. 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.

Curriculum Overviews for parents are distributed each semester and are available on the school website. Parent teacher Interviews are offered twice a year.

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.

Respectful relationships programs

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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	16	7	14
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	0	0	0
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.

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 2016, the following initiatives were implemented to reduce the school's environmental footprint:

- Removal of inefficient printing options, new printing solutions implemented
- Vegetable gardens
- Earth hour to turn power off, raising awareness of power consumption
- Tree planting
- School communication is conducted electronically

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	141,820	2,571
2014-2015	154,039	1,856
2015-2016	142,951	518

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.

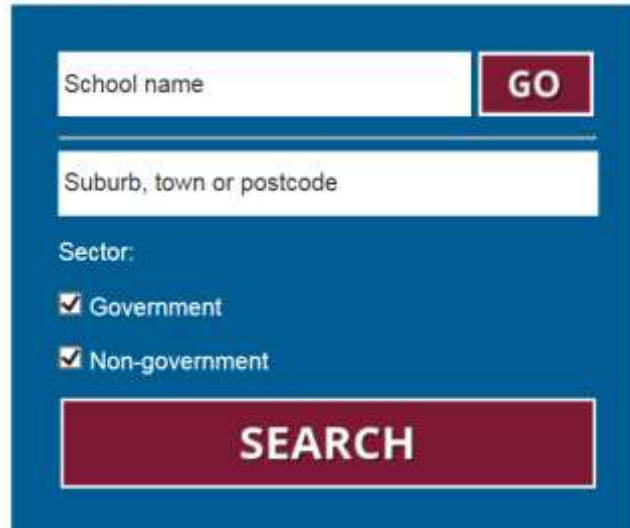
School Funding

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.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	17	<5
Full-time Equivalents	25	10	<5

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.**	3
Bachelor degree	19
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 2016 were \$ 33 231.00.

The major professional development initiatives are as follows:

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
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).	93%	92%	89%

*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 2016 for all Queensland Primary schools was 93%.

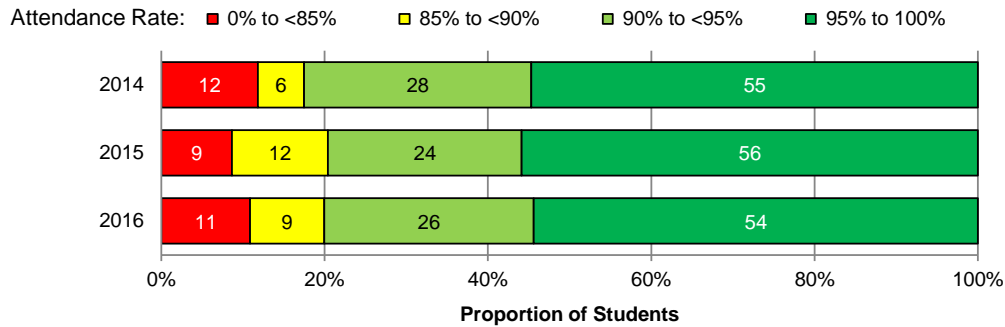
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	93%	95%	92%	95%	95%	93%					
2015	95%	93%	94%	94%	93%	91%	93%						
2016	94%	95%	94%	94%	93%	95%	93%						

*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 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 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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 2016 school year at Tingalpa State School proved to be successful for students, parents and staff.

The school was successfully accredited with Australasian School Accreditation Agency (ASAA) with many affirmations and commendations in the report. The report was used to set the strategic direction of the school for the next 4 years.

Tingalpa State School continued its strong collaboration with the WMSEA Cluster, resulting in the Cluster winning the State Award for Excellence in Leadership.

Our greatest achievement is the continued improvement in learning outcomes for students which is evident in our NAPLAN and A-E data.

