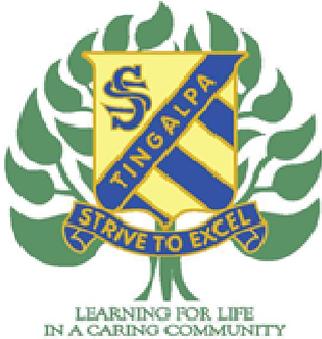


# Queensland State School Reporting – 2011

## Tingalpa State School (0127)



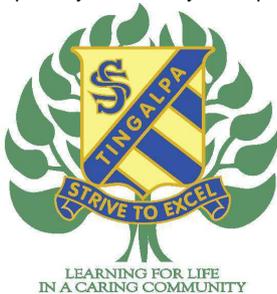
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	Mrs Danielle Priday (Principal)

## Principal's foreword

### Introduction

The purpose of the school annual report is to provide parents and community members with information required by the Queensland Government and the Australian Government for all state and non-state schools. It provides an overview of the highlights of the 2011 school year at Tingalpa State School.

Tingalpa State School is a small to medium sized primary school situated 12 kilometres east of the Brisbane CBD and is a member of **WMsea** (Wynnum Manly State Education Alliance) which includes the Moreton Bay Environmental Education Centre and all state primary, secondary and special schools in the Brisbane Bayside area.



Our "**Strive to Excel**" and "**Learning for life in a Caring Community**" mottos and symbols create a vision and purpose where every Tingalpa State School student can learn and achieve everyday. Our mottos mean that we want...

...students to achieve or exceed learning expectations. (**STRIVE TO EXCEL**)

...teaching staff (with parents/carers and students) to set high expectations and help each student achieve daily through quality curriculum planning, teaching, assessment and reporting that fosters life long learning. (**LEARNING FOR LIFE**)

...all staff, students, parents/carers and community members CARE and contribute to high standards of behaviour, resources and facilities. (**IN A CARING COMMUNITY**)

### School progress towards its goals in 2011

\* Tingalpa saw significant achievement in literacy and numeracy as evidenced by the schools performance in NAPLAN 2011.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	95.7%	95.7%	91.3%	93.5%	100%
Year 5	100%	100%	100%	100%	100%
Year 7	100%	94.4%	91.7%	91.7%	97.2%

- Tingalpa achieved above the state average in every strand in all year 3, 5 and 7 tests and above the national average in 12 of the 15 strands.

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- Listed as one of most improved schools in the State in years 3, 5 and 7.
- Year 5 was second in the state (private and state schools).
- All upper two bands targets were achieved.
- \* High expectations of learning are in place for all students. All teachers set targets for all children and work with teaching teams and the children to adhere to these. The children are active in setting realistic reading goals for themselves.
- \* Significant achievement was made across the school with reference to teaching and learning. The Teaching and Learning Audit showed positive progress in all areas with an increase in rating in 7 of the 8 areas assessed.

### Future outlook

Our four priorities for 2012 are:

- \* Continue to build on improving literacy results.
- \* Further improvement of numeracy results with a continued focus on Problem Solving.
- \* Successfully implement the Australian Curriculum.
- \* Introduce Philosophy in Education as a means of explicitly teaching critical thinking skills.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
318	158	160	93%

### Characteristics of the student body:

Tingalpa is seen as having its own specific community and the school is one of the focal parts of this. Community groups are most welcome at Tingalpa State School. The Outside School Hours Care (OSHC) facility is one reason why some families choose to send their children to Tingalpa. Its ongoing presence assures working and/or one parent families that their children will be cared for from 6:30am – 6:00pm year round if required.

Student Family Backgrounds: Twenty Tingalpa State School students identify as being Aboriginal and/or Torres Strait Islander. There are also students at Tingalpa School who have family backgrounds/cultures from at least 20 different countries and 41 students speak a different language at home with an increasing number of families moving to Tingalpa from overseas. 16.5% of students have single parent families.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	26.8
Year 11 – Year 12	
All Classes	24.6

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	12
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellation of Enrolment	0

# Our school at a glance

## Curriculum offerings

Our distinctive curriculum offerings include all key learning areas with Japanese the language other than English taught in year 6 and 7.

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.

Individualised programs are developed with support staff for English as a Second Language students, refugees, students with learning difficulties, students with disabilities and students in the care of the state.

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 1 -7 has an interactive whiteboard. This is assisting with the integration of ICTs across the curriculum and complements work the students undertake in the computer laboratory and resource centre.

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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, Maths Masters, ICAS competitions.

\*Camp for students in Years 6 and 7 at country and seaside settings.

\*Environmental and volunteering - Environment club and project work with B4C and MBEEC, weed busting, tuckshop

\*Pastoral Care and student leadership– Supa Club, student captains council, school chaplain.

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 in years 6 and below are created through participation in the various extra curricula activities teams and clubs.

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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 are quickly learning how to best utilise them and 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

# Our school at a glance

- 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 2 days per week in the school and her 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 teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	76%
Percentage of students satisfied that they are getting a good education at school	91%
Percentage of parents/caregivers satisfied with their child's school	74%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	72%
Percentage of staff members satisfied with morale in the school	73%

DW – Data withheld

## Involving parents in their child's education

Parents are encouraged to be regular visitors, volunteers and valued contributors to their child's education. Tingalpa State School realises that only a proportion of parents can visit the school during school hours and therefore we endeavor to communicate with and involve parents in a variety of ways. Term class and fortnightly school newsletters are distributed both in hard copy format as well as online via the school's website.

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 the staff and at the school to raise funds to support school curriculum programs and initiatives. Outside School Hours Care is conducted by the Carindale Police Citizens Youth Club. It provides a valuable service for working families.

## 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 2011 the following initiatives were implemented to reduce the school's environmental footprint:

- Recycling in classrooms
- Instillation of Solar Panels on E block
- Solar Heat pump
- Vegetable gardens
- School competition to turn power off, raising awareness of power consumption
- Instillation of chair made from recycled materials
- Tree planting
- Watering system
- Active School Travel program to encourage healthy and environmentally sustainable travel to school
- Bike days to encourage environmentally sustainable travel to school

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	96,906	745
2010	0	0
% change 10 - 11	N/A	N/A

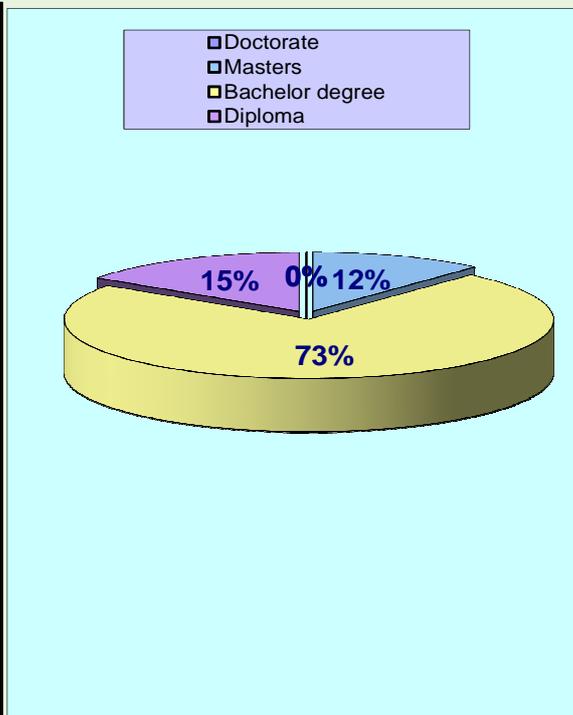
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	11	<5
Full-time equivalents	22	8	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	19
Diploma	4
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$16690.00.

The major professional development initiatives are as follows:

Reading and Numeracy – data analysis and planning.

English – ‘Question , Answer, Relationship’ (reading comprehension strategy).

Maths - Problem Solving and ‘First Steps in Maths’

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

# Our staff profile

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

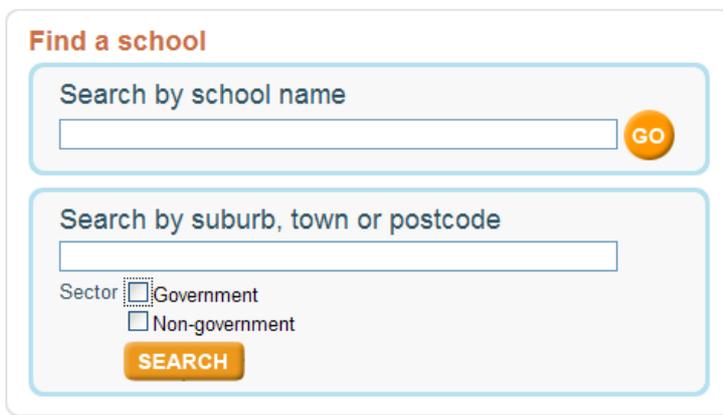
## Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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 web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

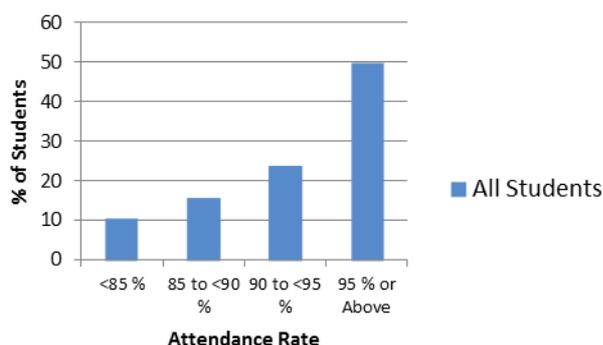
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92%	93%	94%	93%	95%	94%	93%					

### 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 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 are able to inform the school of student absence via phone, email or note. Rolls are sent to administration at the end of each week and roll data is entered into the school's computer system. 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/>.

# Performance of our students

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 including involving high school students and learning how to play the didgeridoo
- Indigenous art work
- Literacy support
- Intensive literacy and numeracy support
- Monitoring attendance

Indigenous students attendance at 90.3% and Non-Indigenous students attendance at 93.2 in 2011. Retention of Indigenous students compared to Non-Indigenous students is 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.