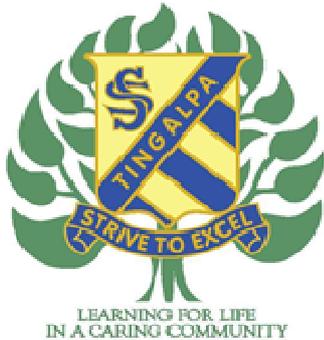


Tingalpa State School (0127)

Queensland State School Reporting

2012 School Annual Report



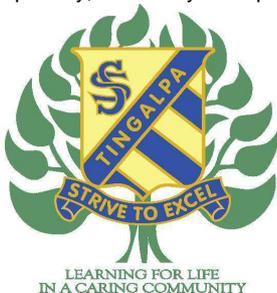
Postal address	PO Box 2050 Tingalpa 4173
Phone	(07) 3890 6777
Fax	(07) 3890 6700
Email	the.principal@tingalpass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mrs 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 2012 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 2012

Tingalpa SS NAPLAN 2012. % of children above National Minimum Standard.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	95.2	97.6	92.9	92.9	95.2
Year 5	80	96.2	96.2	73.1	68
Year 7	91.7	83.7	85.7	89.8	91.5

In 2010-2012 we focussed resources on improving literacy and numeracy results in the early years.

* Year 3 NAPLAN results saw a higher per cent of children achieving National Minimum standards than both Qld state and National in 4 of the 5 test strands with a higher per cent of children in the upper two bands in reading and writing.

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* School based assessment shows an increase of 3.2% of children with a reading age at or above their chronological age from the start to the end of 2012.

* All children are explicitly taught mathematical problem solving strategies.

* Whole school literacy and numeracy data is moderated across all year levels to ensure consistency is maintained.

Community Partnerships have developed during 2012 with an increase in the number of parents participating in different celebrations of learning in every classroom and whole school events.

Tingalpa SS, with the WMSea cluster of schools has increased its offering of extension programs to students by 100%. This has seen many more students accessing programs designed specifically to explore and develop their special interests.

Future outlook

Our four priorities for 2013 are:

* Continue to build on improving literacy and numeracy results. This involves whole school approach to explicit teaching of problem solving and editing strategies.

* Improving C.A.R.E. (Cooperation, Attitude, Respect and Effort) across the whole school community.

* Continuing to build on implementing *Philosophy in Classrooms* program to improve our thinking skills.

* Consolidate *Explicit Teaching* practices across the whole school.

* Continue to implement the Australian Curriculum

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school: 360

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	298	139	159	91%
2011	318	158	160	93%
2012	356	176	180	87%

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. The Outside School Hours Care (OSHC) facility assists families who need care before and after school. Its ongoing presence assures families that their children will be cared for from 6:30am – 6:00pm if required.

Student Family Backgrounds: Fifteen 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 50 students speak a different language at home with an increasing number of families moving to Tingalpa from overseas. 18% of students have single parent families.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	20
Year 4 – Year 10	24	27	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	12	10
Long Suspensions - 6 to 20 days	0	2	1
Exclusions	0	0	3
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

The **Australian Curriculum** for English, Maths and Science and the **Essential Learnings** for SOSE, History, 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.

Individualised programs are developed with support staff for gifted and talented students, 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 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.

This year saw the introduction of *Philosophy in Classrooms*. Every class has philosophy lessons once a week where the children are engaged in deep discussion about issues such as: what is a good friend; why do we have to show respect for others; and many more. The children are taught skills such as reasoning and using analogies. These skills enhance their learning in every subject as well as their ability to achieve success in social situations.

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– Supa Club, 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, Social Skills programs, Motivation and Resilience presentations, 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.

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

Our school at a glance

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 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

Parents, students and staff communicated that Tingalpa SS is a safe school, there are high expectations at Tingalpa SS and that school staff provide support to enable children to achieve these.

Performance measure (Nationally agreed items shown*)	2012 [#]
Percentage of parents/caregivers who agree that:	
their child is getting a good education at school	91.2%
this is a good school	88.2%
their child likes being at this school*	85.3%
their child feels safe at this school*	91.2%
their child's learning needs are being met at this school*	82.4%
their child is making good progress at this school*	85.3%
teachers at this school expect their child to do his or her best*	97.1%
teachers at this school provide their child with useful feedback about his or her school work*	75.0%
teachers at this school motivate their child to learn*	84.4%
teachers at this school treat students fairly*	81.8%
they can talk to their child's teachers about their concerns*	88.2%
this school works with them to support their child's learning*	86.7%
this school takes parents' opinions seriously*	81.3%
student behaviour is well managed at this school*	79.4%
this school looks for ways to improve*	93.1%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	2012 [#]
Percentage of students who agree that:	
they are getting a good education at school	94.1%
they like being at their school*	88.2%
they feel safe at their school*	94.1%

Our school at a glance

their teachers motivate them to learn*	97.1%
their teachers expect them to do their best*	98.6%
their teachers provide them with useful feedback about their school work*	97.1%
teachers treat students fairly at their school*	69.6%
they can talk to their teachers about their concerns*	91.3%
their school takes students' opinions seriously*	77.6%
student behaviour is well managed at their school*	56.5%
their school looks for ways to improve*	86.8%
their school is well maintained*	83.3%
their school gives them opportunities to do interesting things*	95.6%

Performance measure (<i>Nationally agreed items shown*</i>)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	75.9%
with the individual staff morale items	80.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 endeavor 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. 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 2012 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
- 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	
	Electricity kWh	Water kL
2009-2010	79,906	499
2010-2011	96,906	745
2011-2012	68,751	1,909

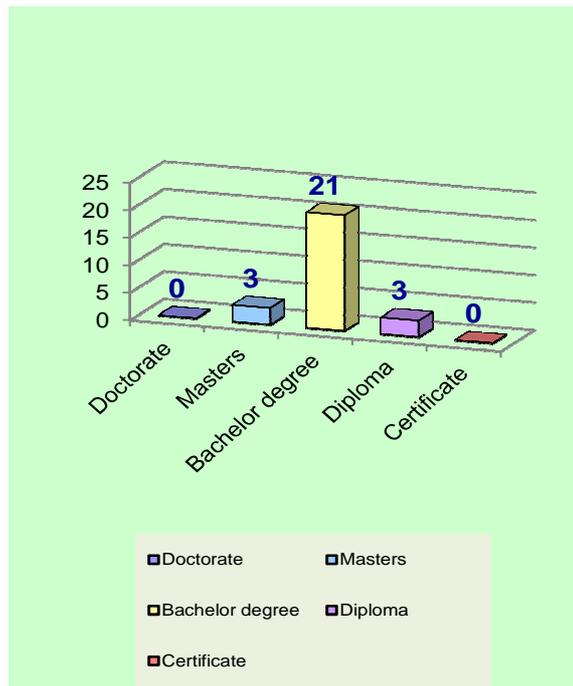
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	27	15	<5
Full-time equivalents	21.4	9.4	<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	21
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$14,000.

The major professional development initiatives are as follows:

- * Explicit teaching
- * Literacy
- * Numeracy
- * Philosophy
- * Moderation
- * Peer coaching
- * Gifted and Talented
- * Data analysis

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	95.4%	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.7% of staff was retained by the school for the entire 2012 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 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

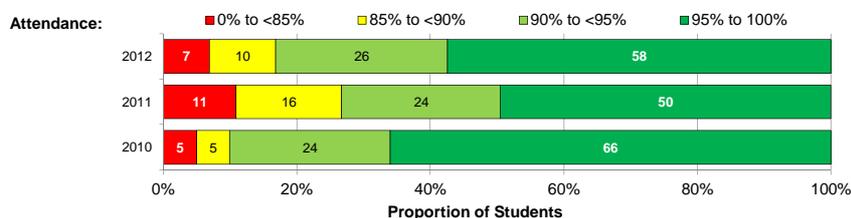
Key student outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	95%	96%	95%	96%	96%	96%	95%
2011	92%	93%	94%	93%	95%	94%	93%
2012	96%	95%	95%	94%	93%	96%	92%

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 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/>.

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.

Performance of our students

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 in 2012 was at 93.9% and Non-Indigenous students attendance at 94.3. Retention of Indigenous students compared to Non-Indigenous students is comparable. This is also an improvement from the previous year of 3.6%. Academic attainment shows that Indigenous and Non-Indigenous students had a similar percentage of students achieving C or above in Maths, English and Science.