

Tewantin State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Tewantin State School is situated at the northern end of the Sunshine Coast, approximately 10km upriver from the tourist destination of Noosa. The school has served the local community for over 125 years and has a proud tradition of community involvement and academic achievement.

Our teaching and non-teaching staff are very experienced, dedicated and have developed a strong loyalty to this school and its children. Their commitment in providing quality education is outstanding.

As a school, we aim to inspire our community of learners and over the years a great deal of effort has gone into promoting the dignity and potential of each student in the school. We are committed to the belief that all students are entitled to enjoy growing and learning as they pass from Prep to Year Six and beyond.

This report provides information and data on our progress as a school in the past twelve months.

School progress towards its goals in 2015

A self determined school review was carried out at Tewantin State School from 6 to 8 October 2015. The review provides an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. Key findings [The school leadership team and staff are committed to improving learning outcomes for all students in the school.](#) High expectations are expressed by the school community and reflect a school-wide commitment to purposeful, successful learning and teaching. The newly established leadership team and staff acknowledge the value of developing leadership density and collaborative planning in driving the school's explicit improvement agenda.

[The tone of the school is a respectful, positive and happy one.](#)

Positive and productive relationships are evident throughout the school. The school provides a safe, respectful and caring learning environment as evidenced by the reduction in the number of major behavioural incidents over time, classroom observations and feedback from staff parents and students. The school presents positively to the school community in both its physical appearance and welcoming culture. The Tewantin community speaks with great pride of the school's reputation and its unique place within the district.

[The school has established the priority of improving reading through a focus upon guided reading.](#)

The school's improvement agenda focused on reading is being led by the leadership team and is supported by regional support staff. The whole-school approach with consistent expectations and supported by coaching, observation and feedback is broadly seen to be strengthening student outcomes and the teaching of reading at the school.

[There is a developing culture of evidence-based practice.](#)

School leaders have introduced scaffolded discussions with year level teaching teams to guide the analysis of student reading data using a 'commitment to action' model. Teachers speak positively of this process. Student outcome data is collected centrally and analysed at cohort and individual student levels to inform specific and targeted intervention programs. Longitudinal monitoring of the effectiveness of these programs is yet to be fully conceptualised and implemented.

[The school operates a range of programs to address students' needs and talents.](#)

Community members identified the Acceler8 program as a significant teaching and learning program within the school. The program's intent is to identify and accelerate students within the Upper Two Bands (U2B) in addition to students who have the potential to reach the U2B.

In addition to the key findings the following should also be noted

- Top level Health and Physical Education school program and a strong representation within District, Regional and State sporting teams. Former Australian Wallabies Captain, Rocky Elsom is one of our star past pupils.
- One of Queensland's finest music programs with a school band renowned throughout the region. A large number of students perform in the Sunshine Coast Regional Advanced and Beginners' instrumental program.

- 1 student placed in the top 1% in spelling and 2 students placed in the top 1% for Maths in the nation wide University of New South Wales Competition (UNSW), 17 students achieved distinction in either Spelling, Maths, English, Writing, Science or Digital Technology in the University of New South Wales Competition. Approximately 40 students participate in the UNSW competitions.
- Student use of the \$130 000 playground installed to complement our large playing fields; multipurpose hall; swimming pool; tennis, basketball and netball courts; computer labs; all classrooms with iPads, Interactive Whiteboards, computers and internet access as well as a refurbished library and Outside School Hours Care facilities.

Future outlook

Literacy Priority

- Continue to implement the TSS Literacy Overview, documenting the school's beliefs about the effective teaching and learning of English. Introduce the Mini-Lit and Read It Again program to support intervention for students
- Continue to implement Modelled, Shared, Guided and Independent Reading in all classes. Continue formal lesson observations between teachers and administration and encourage peer mentoring. Continue to utilise teacher aides effectively in reading
- Continue to implement Words Their Way Spelling program, with a focus across P-3 classrooms

Numeracy Priority

- Implement the TSS Numeracy Overview outlining the school's beliefs about the effective teaching and learning of mathematics and the proficiency strands, including understanding, fluency (mental maths), problem-solving and reasoning. Provide professional development to staff eg planning adjustments within assessment, planning maths warm-ups, aligning diagnostic data from the North Coast Region Numeracy Diagnostics to pedagogy and assessment

Upper 2 Bands Priority

- Continue to implement the Acceler8 program with strategies to identify and accelerate students within the Upper Two Bands as well as those students who can potentially reach the Upper Two Bands

Moderation

- All classroom teachers to continue to engage in whole school moderation and year level planning processes

Professional Learning Teams

- All classroom teachers to engage in Professional Learning Teams and year level meetings focused on structured data analysis, best practice research and teacher dialogue, working as a team and learning from each other's practices.

Whole School Data Analysis

- Continue to refine the whole school internal and systemic (NAPLAN) data analysis to ensure teaching is focussed on student gaps in learning; and to have clear processes for analyzing progress at a whole school level, year level, class level and individual student level. Implement research based programs to target the early years. Prioritise targeted resources in the lower school. Embed numeracy North Coast diagnostic testing each term across the school. Allocate staff meetings and planning time for effective analysis of data to align data – curriculum – pedagogy - assessment

Great People

Developing Performance Framework

- Continue to implement the Developing Performance Framework with all staff (teaching and non-teaching) ensuring an alignment to the TSS Pedagogical Framework, data goals and individual needs. Utilise Annual Teacher Performance process to facilitate leadership density
- Continue quarterly leadership team visits to all classrooms to provide feedback on the implementation of the TSS Pedagogical Framework

Art and Science of Teaching

- Continue to develop teachers' expertise and capacity with the '*Tewantin SS Pedagogical Framework*' based on ASOT
- Engaged Partners

Flying Start initiative

- Liaise with feeder Secondary Schools
- Implement protocols around leadership arrangements in 2015 (School Captains, House Captains, Camps and Graduation ceremonies)
- Continue the development of strategies concerning staffing and resource allocations

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
- Use multiple communication channels to communicate with parents eg app, telephone, website and letter
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Continue to actively seek and maintain a wide range of community partnerships

High Standards

- Implement recommendations from previous audits and develop a leadership plan with the leadership team that is responsive to State Schools Strategy - Every Student Succeeding
- Continually strive for consistent implementation of SWPBS including the explicit teaching of the SWPBS matrix as well as implementation of positive and negative consequences across the whole school
- Continue to implement recommendations and achievements based on the outstanding results achieved in the Discipline Audit

Internal Audit

- Implement strategies to fulfil internal audit requirements and recommendations provided by auditor
- Ensure accountability and transparency; evaluating the effectiveness and efficiency of current controls

Opinion Survey Priorities

- Ensure high standards of student uniform as a reflection of the school image
- Ensure grounds and facilities continue to present to a high standard
- Continue to advertise positive student and school achievements through newsletters, parades and media
- Continue to maintain a high standard with parental communication, responding to parental concerns and developing productive relationships with parents and school community members

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	678	314	364	25	96%
2014	678	307	371	35	95%
2015	623	294	329	26	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 2015, 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:

Tewantin State School enrolment throughout 2015 fluctuated around 625 students. We have a wonderful group of students who consistently display a high standard of behaviour and wear the school uniform with pride.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	25	28	25
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	13	1
Long Suspensions - 6 to 20 days	0	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.

Curriculum delivery

Our approach to curriculum delivery

Tewantin State School has a long and distinguished history of providing a diverse and rich curriculum. The staff at Tewantin State School have a strong focus on literacy, numeracy and the integration of technology as an effective teaching tool.

Tewantin State School has utilised the Australian Curriculum to create a school based curriculum which maximises student outcomes, develops life-long learning attributes and prepares students to meet the requirements of the complex and diverse nature of our current world.

The subjects studied are:

- English
- Mathematics
- Science
- Technology
- The Arts
- Geography
- History
- Health and Physical Education and
- Italian

At Tewantin State School, we promote best practice through our curriculum, teaching, assessment and reporting. The teachers on each year level work together each term, to map learning experiences and Common Assessment Tasks for each subject that reflect the Australian Curriculum. School reports are distributed and parent teacher interviews are offered at the end of term 1. Other interview times are requested on a needs basis between teacher and parent/caregiver. Over time the school has acquired the facilities, resources and qualified personnel to offer an impressive range of curriculum programs to enrich the educational outcomes of our students. We have a number of teachers who are based at our school, who provide specialist lessons including: Music, Technology, Special Education, Lote, Physical Education, and our Digital Technologies P-4 program.

Extra curricula activities

Our students are well represented in club and school sport. Therefore, the Year 6 students are actively encouraged to participate in interschool sports and interest is high. Children are offered a large variety of sports throughout the year. We are fortunate enough to have a pool on our school grounds and therefore have two swimming blocks a year for years 1-6, with Prep joining the program in fourth term each year. Students from year 4 onwards participate in Surf Skills as we are also close to Noosa Beach.

Some of the sporting highlights in the last year are as follows:

- Whole school participation in the school Athletics Carnival, Swimming Carnival and Cross Country.
- Visits and clinics with a range of specialist coaches.
- Voluntary participation in Active After School Communities.
- Numerous students were selected for Noosa District and Sunshine Coast in a vast variety of sports with some going on to State honours.
- Winning teams in the interschool sport competition in various sports.

A number of cultural events and experiences have proved popular and enriching for students including:

- Tewantin's Got Talent is a big event for our school with large student involvement
- Instrumental music students participated in the District Musicfest
- Identified high achieving students selected in the Acceler8 Program
- Maths Olympiad for the leading mathematicians in all P-6 year levels
- P-6 student participation in drum, keyboard and ukulele groups
- P-6 participation in singing groups
- Annual Bendigo Bank East Timor Shoebox Donation Ceremony
- CWA International Day
- Prep Teddy Bears' Picnic
- The RSL are heavily involved in our Anzac Day celebrations and our band plays the anthems at the community ceremony
- Students from Year 6 participate in NDSHS and SBSHS extension programs
- Indigenous cultural activities are an annual event at Tewantin
- Under 8's Week is celebrated annually and is attended by local childcare centres and community members
- P-3 Easter Hat Parade, led by our marching band, where students walk through the Tewantin business community
- The annual Spring Fair, which attracts thousands of students and community members each year
- Interschool academic challenges have featured on the school calendar and students have participated and achieved very good results in each of the UNSW Competitions
- Large number of representatives at the Regional Music Camps
- Year 6 Camp Program
- Art Auction
- Spellathon

How Information and Communication Technologies are used to improve learning

The following describes the status quo for our school in relation to ICT:

- Maintaining a minimum of four computers under 5 years of age per classroom
- Maintaining two air conditioned computer labs with 28 computers (under 5 years of age) in each and one lab with an interactive whiteboard
- Use of iPads in all classrooms to aid learning
- All classrooms cabled with internet access, with Prep rooms moving from wireless to cabled internet access
- Maintaining interactive whiteboards in all classrooms
- Increasing and/or maintaining peripherals, e.g. digital cameras and scanners.
- Continuing to embed ICT's into planning and daily classroom pedagogy
- Ensuring Professional Development for teachers is provided to meet the ongoing and developing needs within the ICT Environment.
- A specialist teacher delivers BeeBot and Probot lessons to all Prep – Year 4 classes. These lessons are aligned to the new digital technology curriculum
- Monitoring the level and provision of technical support to ensure the learning environment and teaching tools are optimised for the school.

Social Climate

Tewantin State School implements the School-Wide Positive Behaviour Support Program. Its purpose is to establish and maintain a safe and effective school environment, maximising academic achievement while nurturing and rewarding socially desirable behaviour.

How to behave is actively and methodically taught in all year levels and appropriate behaviour is rewarded and encouraged systematically across the school from Prep to Year 6. All staff receive an induction, resulting in a consistent language shared with the school community. Good behaviour is celebrated daily within the classrooms and weekly on assemblies with a public display of children's names who have received Bronze or Silver Certificates or Gold badges.

Inappropriate behaviour is processed in accordance with the school's *Responsible Behaviour Plan for Students*. These steps range from an in-class verbal warning to suspension. Extensive data is recorded and evaluated to provide ongoing direction for improvement. Our school has employed a School Chaplain, whose role supports and complements the work of the school staff. Our school Guidance Officer and our School Wide Positive Behaviour team are professionally committed to supporting all of our children and provide positive interventions to support students in need.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	91%
this is a good school (S2035)	100%	96%	94%
their child likes being at this school (S2001)	100%	100%	97%
their child feels safe at this school (S2002)	100%	100%	97%
their child's learning needs are being met at this school (S2003)	97%	87%	91%
their child is making good progress at this school (S2004)	97%	89%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	85%	88%
teachers at this school motivate their child to learn (S2007)	100%	93%	85%
teachers at this school treat students fairly (S2008)	97%	96%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	97%
this school works with them to support their child's learning (S2010)	100%	89%	88%
this school takes parents' opinions seriously (S2011)	100%	93%	88%
student behaviour is well managed at this school (S2012)	97%	96%	94%
this school looks for ways to improve (S2013)	96%	96%	94%
this school is well maintained (S2014)	100%	100%	91%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	97%	96%
they like being at their school (S2036)	100%	95%	90%
they feel safe at their school (S2037)	95%	96%	92%
their teachers motivate them to learn (S2038)	99%	96%	96%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	99%	92%	88%
teachers treat students fairly at their school (S2041)	94%	90%	82%
they can talk to their teachers about their concerns (S2042)	94%	88%	83%
their school takes students' opinions seriously (S2043)	95%	95%	79%
student behaviour is well managed at their school (S2044)	94%	87%	88%
their school looks for ways to improve (S2045)	98%	97%	90%
their school is well maintained (S2046)	98%	96%	92%
their school gives them opportunities to do interesting things (S2047)	96%	94%	86%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	97%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	96%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	96%	100%	97%
their school takes staff opinions seriously (S2076)	96%	100%	91%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	94%	92%	94%
their school gives them opportunities to do interesting things (S2079)	96%	97%	97%

'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

At Tewantin State School, we believe that parental involvement in a child's education is integral to that child's overall success. To this end, we offer parents a broad range of opportunities to participate in their child's education. They include:

- Parents & Citizens Association Meetings
- Parents & Citizens events
- Parent helpers in the classroom
- Parent helpers on excursions
- Parent invitations to attend assemblies
- Parent/Teacher meetings at the beginning of each year
- Formal Parent/Teacher interviews to report on student progress
- Mini Lit, reading and numeracy parent workshops

- Volunteer programs
- Fortnightly Newsletters
- Direct contact by teachers with parents
- Inviting the community to events such as U8's Day, Tewantin's Got Talent night, Graduation, Spring Fair

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Tewantin State School implements a program to recycle waste in all classrooms and across the school as a whole. We have also joined the Sunshine Coast Regional Council's Environmental Sustainability program to reduce our environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	296,772	3,331
2013-2014	272,917	22,708
2014-2015	234,804	19,229

- 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.

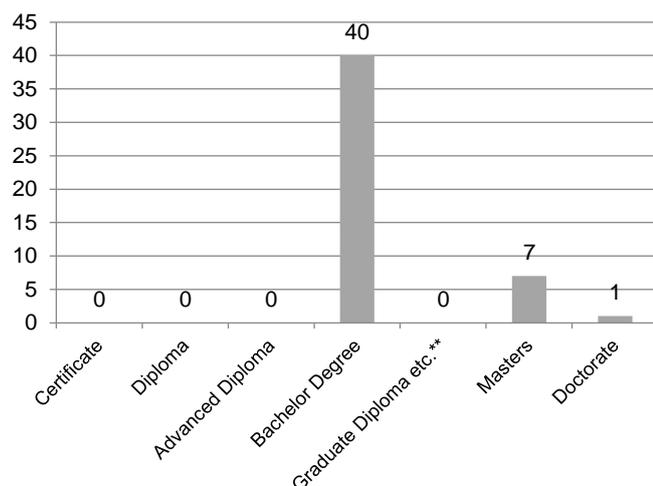
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	39	23	0
Full-time equivalents	36	17	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	40
Graduate Diploma etc.**	0
Masters	7
Doctorate	1
Total	48



*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 2015 were \$58 000

The major professional development initiatives are as follows:

National Curriculum and C2C
 Teaching Reading – Regional Success Project (Gradual Release Model and Modelled, Shared, Guided, Independent Reading)
 Teaching Numeracy
 Art & Science of Teaching/Pedagogical Framework
 Personal Health & Wellbeing
 CPR and First Aid
 Professional Learning Communities
 Moderation
 Year level planning and assessment
 Mandatory systemic training
 Colleague mentoring and best practice sharing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
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, 94% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

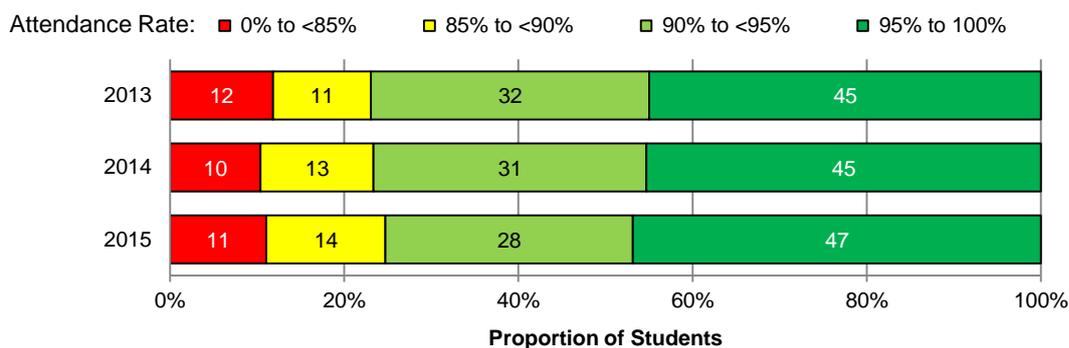
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	94%	93%	93%	92%	94%	92%					
2014	94%	92%	93%	94%	94%	92%	91%	92%					
2015	92%	93%	92%	93%	93%	93%	93%						

- From 2013, the methodology used for calculating attendance rates effectively counts 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.

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, absenteeism.

Process to address non-attendance and unexplained absences:

1. Attendance Officer generates list - 2 or more consecutive unexplained absences – parent communication and contact entered on One School
2. Attendance Officer reviews weekly attendance each week to monitor unexplained absences – parent communication follow up and phone call to parents and contact entered on One School
3. Students with continuous/high levels of non-attendance: Parent contact – phone call/meeting with class teacher/Admin to discuss concerns and support options, contact entered on One School
4. Repeat offenders added to alert list – P/DP/Attendance Officer monitor
5. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, commence NOTICE – Failure to attend process. See Policy and Procedures. DETE process followed upon consultation with CT/Admin – Form 4, Form 5, Template 6, etc. – through 'manage incident' process on oneschool

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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.