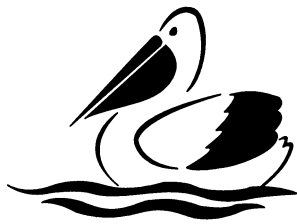


Tewantin State School (0181)
 Queensland State School Reporting
 2012 School Annual Report



Tewantin State School Annual Report 2012



Postal address	PO Box 134 Tewantin 4565
Phone	(07) 5335 8888
Fax	(07) 5449 0693
Email	the.principal@tewantinss.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	Neil Jenkins

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 is 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 Seven 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 2012

The 2012 Annual Implementation Plan is linked to the 2012-2015 Quadrennial School Review and lists our whole school goals. We have achieved the following progress towards our goals in 2012:

Key Priority 1. Continue our improvement agenda aiming to have NAPLAN results at or above the national mean in all areas.

Improvement in National Testing results in 10 of the 15 possible areas with the following percentage of all Year 3, 5 and 7 students achieving above the National benchmark: Reading 94%, Writing 93%, Spelling 91%, Grammar and Punctuation 93% and Numeracy 95%.

- Implementation of the Developing Performance Framework for all staff with a focus on continual improvement, literacy as well as the Tewantin State School Beliefs on Effective Teaching
- Improvement in the use of systemic and internal data sets for deeper understanding, to address gaps in learning; as well as more frequent analysis and more specific targets.

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Key Priority 2. Continue to target our use of school resources towards our improvement agenda

Strategies

- Continuing the distribution of physical and financial resources to maximise the number of uninterrupted literacy and numeracy sessions for all students as well as to maximise support for the full range of learners
- Development of Individual Education Plans for all Indigenous students with specific focus areas for 'Closing the Gap' in literacy and numeracy
- Installation of two new computer labs, purchase of 60 I pads, IWB and internet access in all classrooms and computer labs

Key Priority 3. Continue to improve the expertise of our teaching team and ensure we have effective teaching practices across our whole school

Strategies

- Implementation of the 2012 Professional Learning Plan with a focus on the teaching of reading (First Steps); moderation of National Curriculum assessment tasks; differentiation within the classroom; and ICT integration
- Development of a documented schoolwide pedagogy titled 'Tewantin State School Effective Teaching of Reading, Writing (Spelling, Grammar, Punctuation), Mathematics and Science'
- Continuation of quarterly Professional Learning Community meetings with a focus on the teaching of reading; data analysis, best practice research, sharing and moderation
- Beginning opportunities for classroom feedback, mentoring and colleague visits as part of the implementation of the Developing Performance Framework

Key Priority 4. Implement the National Curriculum to ensure systematic curriculum delivery at a whole school level

Strategies

- Implementation of the National Curriculum and bridging the gap between whole school curriculum plans and individual class teacher plans
- Review of the format for quarterly year level planning meetings to ensure teachers can confidently implement the National Curriculum

Key Priority 5. Continue the implementation of SWPBS

Strategies

Continuing the implementation of the SWPBS initiative with a focus on the 2011 SET Survey: specific teaching of the matrix at whole school and classroom levels; consistent approach to positive and negative consequence systems across the whole school. Behavioural incidents in the school have reduced significantly from 13.2/week in 2011 to 6.5/week in 2012.

Future outlook

A Quadrennial School Review was completed in 2012 and the following focus areas were identified for the next four years:

Key Priority 1 To ensure our school image is of a high standard within our school and local community

Strategies

- Ensure high standards of student uniform
- 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

Key Priority 2 Ensure a smooth transition for Yr 7 to high school in 2015

Strategies

Plan for the transition of Year 7 to secondary in 2015 as part of Getting Ready For Secondary School

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Key Priority 3 To systematically deliver a continuous curriculum, sequentially planned and implemented to improve learning

Strategies

- All classroom teachers to continue to engage in whole school moderation and year level planning processes
- Consistently implement assessment policy detailing the curriculum standards and achievements for each year level, consistent with the whole-school curriculum plan.

Key Priority 4 To develop an expert teaching team, implementing highly effective teaching practices, focussing on the achievement of every student.

Strategies

- Continue to refine the whole school internal and systemic data analysis to ensure teaching is focussed on student gaps in learning
- Develop and enact a pedagogical framework based on ASOT and the TSS Beliefs on Effective Teaching and Learning
- Implement the TSS Numeracy Overview outlining the school's beliefs about the effective teaching and learning of numeracy, mental maths and problem-solving
- Implement the TSS Literacy Overview, documenting the school's beliefs about the effective teaching and learning of English (inc. reading and viewing, writing (grammar & punctuation, spelling, handwriting), speaking and listening)
- Implement strategies to identify and accelerate students within the Upper Two Bands as well as those students who can potentially reach the Upper Two Bands
- Maintain a reliable network of computers, IWB and internet access in all classrooms and computer labs
- Provide professional development opportunities that address differentiation and the practical implications within each classroom as well as DPF actions
- All staff to continue to engage in performance development conversations and related leadership team classroom visits/feedback processes for further development
- All classroom teachers to engage in Professional Learning Community meetings focused on structured data analysis, best practice research and teacher dialogue, working as a team and learning from each other's practices

Key Priority 5 To provide a safe and supportive classroom and playground environment through School Wide Positive Behaviour Support (SWPBS)

Strategies

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

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:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	695	306	389	94%
2011	700	324	376	93%
2012	687	317	370	94%

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

Characteristics of the student body:

Tewantin State School has been stable in enrolment throughout the 2012 school year. 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		
	2010	2011	2012
Prep – Year 3	22	24	20
Year 4 – Year 10	26	25	25
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	27	41	10
Long Suspensions - 6 to 20 days	1	3	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

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

Tewantin State School has utilised Education Queensland's Curriculum Framework 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 eight Key Learning Areas (KLAs) studied are:

- English
- Mathematics
- Science
- Technology
- The Arts
- Studies of Society and Environment
- 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 KLA that reflect the Australian Curriculum and Queensland's Essential Learnings. School reports are distributed and parent teacher interviews are held at the end of each semester. 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 [Grandparents' program](#).

Our school at a glance

Extra curricula activities

Our students are well represented in club and school sport. Therefore, the Year 7 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 1-7, with Prep joining the program in fourth term each year. Students from Years 4 to 7 participate in Surf Skills as we are also close to Noosa Beach. Some of the sporting highlights in recent years 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
- Maths Olympiad for the leading mathematicians in all P-7 year levels
- P-7 student participation in drum, keyboard and ukulele groups
- P-7 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
- The P-3 Easter Hat Parade, led by our marching band, where students walk through the Tewantin business community distributing Easter eggs
- Students from Year 7 participate in NDSHS and SBSHS extension programs
- The Year 7 graduation is a highlight of our senior students' final year as is the participation in transition activities at NDSHS and SBSHS
- 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
- The annual Spring Fair, which attracts thousands of students and community members each year
- Interschool academic challenges have figured 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 7 Camp Program
- Art Auction
- Spellathon

How Information and Communication Technologies are used to assist 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 I pads in all classrooms to aid learning
- All classrooms cabled with internet access, with Prep rooms moving from wireless to cabled internet access in 2012/13
- 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
- Monitoring the level and provision of technical support to ensure the learning environment and teaching tools are optimised for the school

Our school at a glance

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 7. 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 Tewantin State School Classroom Step System. The nine steps are outlined clearly in the school's *Responsible Behaviour Plan for Students*. These steps range from an in-class verbal warning to suspension. Parents are involved in this process from step 5 (Behaviour Referral Form). 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 Behaviour Management 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

While we are aiming to always improve on all of our school data, we are proud that 91% of our parents and caregivers are satisfied with Tewantin State School, which exceeds the systemic targets and is an improvement on the previous year. The percentage of parents who are satisfied that their child is getting a good education at school is similar to the systemic target of 90%. We have a high level of staff morale at Tewantin State School reaching 97%, which is evident in the welcoming environment provided by our staff and the high level of staff stability within the school. Our student survey results are also of a high standard due to the commitment of our staff and school community.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.5%
this is a good school	90.5%
their child likes being at this school*	90.5%
their child feels safe at this school*	85.7%
their child's learning needs are being met at this school*	90.5%
their child is making good progress at this school*	81.0%
teachers at this school expect their child to do his or her best*	90.0%
teachers at this school provide their child with useful feedback about his or her school work*	89.5%
teachers at this school motivate their child to learn*	85.7%
teachers at this school treat students fairly*	85.7%
they can talk to their child's teachers about their concerns*	95.2%
this school works with them to support their child's learning*	95.2%
this school takes parents' opinions seriously*	90.0%
student behaviour is well managed at this school*	81.0%
this school looks for ways to improve*	95.2%

Our school at a glance

this school is well maintained* 95.2%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.0%
they like being at their school*	93.1%
they feel safe at their school*	88.0%
their teachers motivate them to learn*	97.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.0%
teachers treat students fairly at their school*	87.0%
they can talk to their teachers about their concerns*	90.0%
their school takes students' opinions seriously*	81.0%
student behaviour is well managed at their school*	79.0%
their school looks for ways to improve*	96.9%
their school is well maintained*	92.0%
their school gives them opportunities to do interesting things*	90.1%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	83.3%
with the individual staff morale items	97.4%

* 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.

Involving parents in their child's education

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 social functions
- 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
- Support-A-Reader, Support-A-Writer, Support-A-Talker volunteer programs
- Fortnightly Newsletters
- Direct contact by teachers with parents

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 recently joined the Sunshine Coast Regional Council's Environmental Sustainability program to reduce our environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	233,465	1,516
2010-2011	248,069	5,782
2011-2012	259,332	4,606

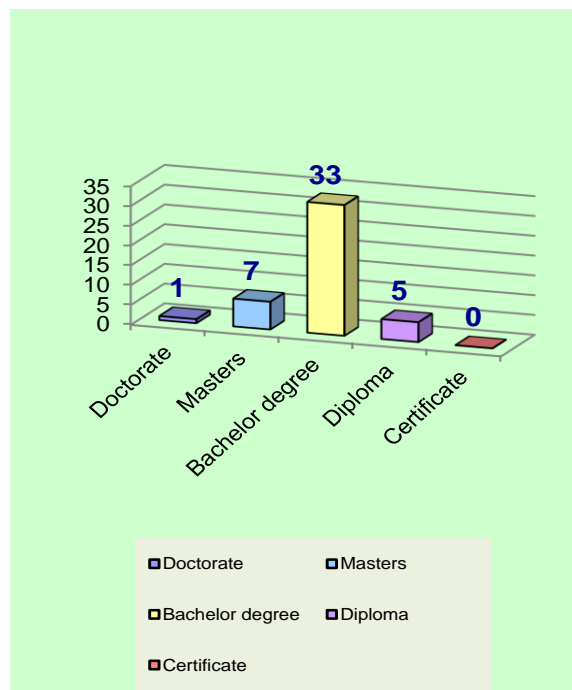
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	46	26	<5
Full-time equivalents	40	17.3	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Bachelor degree	33
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was approximately \$60 000.

The major professional development initiatives are as follows:

- National curriculum and C2C
- First Steps Reading
- Essential Classroom Management Skills
- Fire training
- WH&S
- Differentiation

Our staff profile

- CPR and First Aid
- Support A Talker
- Professional Learning Communities
- Moderation
- ICTs (Interactive White Boards and integration)
- Cross Cultural Awareness
- Mentoring for BLM students
- Year level planning and assessment
- Mandatory systemic training
- Ausidentities

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	96.1%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

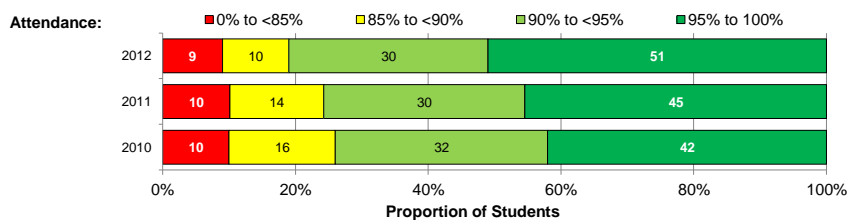
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	93%	92%	94%	92%	94%	92%	92%					
2011	94%	94%	93%	95%	93%	93%	90%					
2012	94%	95%	95%	94%	94%	94%	93%					

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.

Tewantin State School uses the ID Attend software program, which sends a text to the parents of any students who are absent without an explanation. This process combined with the use of standard systemic letters for regular absences, ensures attendance levels are at a high standard.

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

Tewantin State School had 30 Indigenous students enrolled in 2012. In terms of attendance and achievement, our Indigenous students have achieved well overall. Our Indigenous students' attendance rates were 2% lower than all other students. Our Indigenous students' achievement in the Year 3, 5 and 7 Tests were similar to the non-Indigenous students in three areas, exceeded non-Indigenous students in three areas and was below non-Indigenous students in three areas, however due to the small number of Indigenous students who completed the tests, specific results cannot be reported.