

Tewantin State School

Queensland State School Reporting

2013 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 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 2013

We have had another successful year in 2013 with the following being achieved:

100% of the Year 3, 5 and 7 National testing results at or above the National and Queensland average with no areas below. Each year level is tested in Spelling, Number, Reading, Writing as well as Grammar and Punctuation.

- On average, 96% of all Year 3, 5 and 7 students achieving or exceeding the National Minimum Standard. This is above the National average (94%) and the Queensland average (90%).
- 100% of our Statewide discipline audit ratings either outstanding or high. All Queensland schools have been audited and out of the 5 focus areas, 60% of our indicators were outstanding and 40% rated as high. All outstanding ratings are equivalent to the top 3% of schools.
- Continued implementation of our Acceler8 program for P-7 students identified as high achieving in the areas of literacy, mathematics, science and design/technology. Not only are our high achieving students identified, but they are

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challenged through an extension program tailored to ignite their thinking skills.

- Approximately 50 students being selected in Noosa District Representative Sporting teams with 5 students going on to be selected in Sunshine Coast Regional teams and 1 student being selected in a Queensland team to compete at the Australian titles.
- Approximately 10 students being selected to perform in the Sunshine Coast Regional Advanced and Beginners' instrumental program.
- 3 students being placed in the top 1% in international academic competitions and more than 50 students achieving distinctions and credits in international academic competitions.
- On average, 98% of parents, 97% of students and 97% of staff satisfied with the questions listed on the annual Statewide school opinion surveys. These surveys determine satisfaction across numerous aspects of each school in Queensland.
- Continued improvement of school facilities with a highlight being the installation of a \$130 000 playground 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.

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Future outlook

To maintain a theme of continual improvement at Tewantin State School and ensure we are helping all students to reach their full potential, we will continue to focus on the following priorities over the next twelve months:

Successful Learners:

ACARA Priorities

- Continue to consistently implement the Australian Curriculum (English, Mathematics, Science, Geography and History) across each year level
- Consistently implement assessment policy detailing the curriculum standards and achievements for each year level, consistent with the whole-school curriculum plan.
- Review the "*Tewantin SS Assessment Matrix and Year Level Expectations*" in conjunction with the North Coast Region: "*A Guide to School Based Assessment Tools and Year Level Expectations*"

Literacy Priority

- Continue to 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) and creating, speaking and listening)
- Continue to expand 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

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 Community Priority

- All classroom teachers to engage in Professional Learning Community 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

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.
- 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 and the Tewantin SS Beliefs on Effective Teaching and Learning

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Engaged Partners

Flying Start initiative

- Liaise with feeder Secondary Schools
- Implement protocols around leadership arrangements in 2014 (School Captains, House Captains, Camps and Graduation ceremonies)
- Continue communication strategy with community regarding relevant changes
- 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, SMS, 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

Curriculum Teaching and Learning/ Discipline Audit

- Implement recommendations from previous Teaching and Learning Audit
- 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 2013 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

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	700	324	376	93%
2012	687	317	370	94%
2013	678	314	364	96%

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 2013 school year. We have a wonderful group of students who consistently display a high standard of behaviour and wear the school uniform with pride. We have followed a similar pattern to previous years as enrolments increase throughout the school year, peaking at approximately 690 students.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	20	22
Year 4 – Year 7 Primary	25	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	41	10	12
Long Suspensions - 6 to 20 days	3	0	0
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive 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 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 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](#).

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 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-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

Our school at a glance

- 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 Ipads 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

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 100% 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 our school is also 100%. We have a high level of staff morale at Tewantin State School reaching 98%, 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.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	90%	100%
this is a good school (S2035)	90%	100%
their child likes being at this school* (S2001)	90%	100%
their child feels safe at this school* (S2002)	86%	100%
their child's learning needs are being met at this school* (S2003)	90%	97%
their child is making good progress at this school* (S2004)	81%	97%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	97%
teachers at this school motivate their child to learn* (S2007)	86%	100%
teachers at this school treat students fairly* (S2008)	86%	97%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%
this school works with them to support their child's learning* (S2010)	95%	100%
this school takes parents' opinions seriously* (S2011)	90%	100%
student behaviour is well managed at this school* (S2012)	81%	97%
this school looks for ways to improve* (S2013)	95%	96%
this school is well maintained* (S2014)	95%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	99%
they like being at their school* (S2036)	93%	100%
they feel safe at their school* (S2037)	88%	95%
their teachers motivate them to learn* (S2038)	97%	99%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%
teachers treat students fairly at their school* (S2041)	87%	94%
they can talk to their teachers about their concerns* (S2042)	90%	94%
their school takes students' opinions seriously* (S2043)	81%	95%
student behaviour is well managed at their school* (S2044)	79%	94%
their school looks for ways to improve* (S2045)	97%	98%
their school is well maintained* (S2046)	92%	98%
their school gives them opportunities to do interesting things* (S2047)	90%	96%

Our school at a glance

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	98%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 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
- 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
2010-2011	248,069	5,782
2011-2012	259,332	4,606
2012-2013	296,772	3,331

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

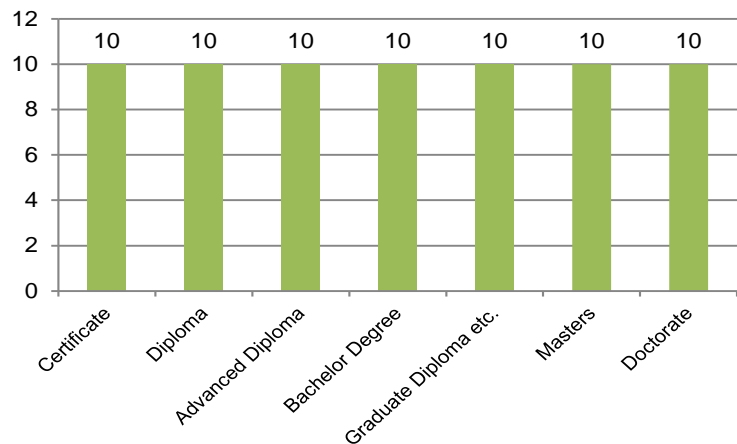
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	24	<5
Full-time equivalents	39	16	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.	10
Masters	10
Doctorate	10
Total	70



* 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 2013 was approximately \$60 000. The major professional development initiatives are as follows:

- National Curriculum and C2C
- Teaching Reading
- Teaching Numeracy
- Art & Science of Teaching/Pedagogical Framework

Our staff profile

Personal Health & Wellbeing
CPR and First Aid
Support A Talker
Professional Learning Communities
Moderation
Words Their Way Spelling
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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

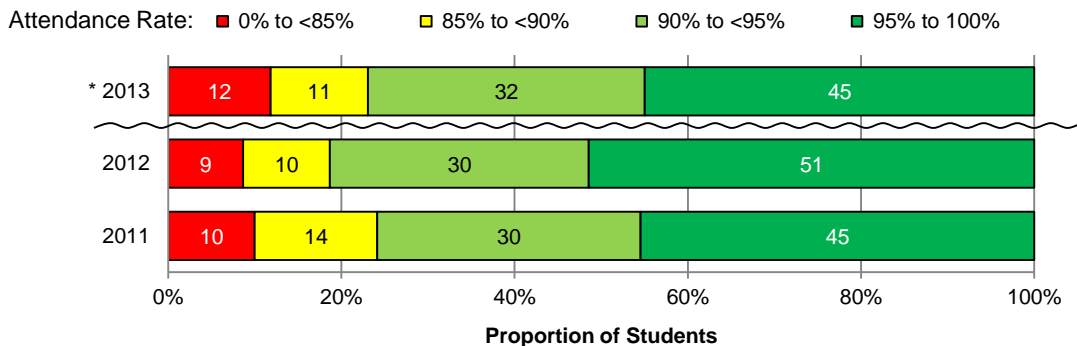
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	94%	93%	95%	93%	93%	90%					
2012	94%	95%	95%	94%	94%	94%	93%					
2013	91%	94%	93%	93%	92%	94%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Performance of our students

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.

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Sector Government
 Non-government

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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 25 Indigenous students enrolled in 2013. In terms of attendance and achievement, our Indigenous students have achieved well overall. Our Indigenous students' attendance rates was 0.7% 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 four 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.