



Tewantin State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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## School overview

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 135 years and has a proud tradition of community involvement and academic achievement. From our very first day back in 1875, right up to the present time, we have constantly strived to offer the families of Tewantin a high quality educational experience. With a focus on literacy and numeracy, our staff works hard to combine proven traditional teaching methods with current effective strategies, including the integration of technology as a teaching tool. 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 unequalled. 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. Over time the school has acquired the facilities, resources and qualified personnel to offer an impressive range of special programs to enrich the educational outcomes of our students (including gifted and talented, learning support and special education). We offer a range of extracurricular opportunities for students, particularly in the areas of music and sport. Our school is actively involved in the local community, participating in ANZAC Day parades, local, regional and state competitions and with local businesses. Parents and carers are encouraged to become involved in the school, as a volunteer in the classroom or through the P and C Committee to provide quality learning outcomes for all.

## School progress towards its goals in 2018

The self-determined school review carried out by the DET School Improvement Unit in 2015 continued to guide the strategic direction for ongoing school improvement in 2018. The review provided an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. Key findings;

The school moved to the main priority of improving Writing through a focus on Wellbeing.

The school's improvement agenda focused on these two priorities 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 writing at the school.

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 in relation to school achievement 2018

- Top level Health and Physical Education school program and a strong representation within District, Regional and State sporting teams.
- 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.
- During 2018, we focused on maximising the benefits of funding for our students. After reviewing our 2017 *Investing for Success* agreement, the school is on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds by:

1) Continuing to narrow the explicit focus on writing by improving writing outcomes through consistent pedagogical practice. This has been achieved through whole staff professional development around teacher understanding of the Australian Curriculum focussing on the Pre and Post moderation processes with a clear understanding of the assessment tasks and the Guide to Making Judgements.

2) Providing targeted intervention and support in the area of literacy, particularly through the MiniLit and MacquaireLit programs and before school tutoring. Investing in a Support Teacher: Learning Difficulties to coordinate and implement targeted support programs has also led to improved outcomes.

3) Use of teacher aides in all classes to support the learning program implementation.

After reviewing our 2018 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

## **Future outlook**

### **Literacy Priority (Writing)**

- Continue to implement the Australian Curriculum, documenting the school's beliefs about the effective teaching and learning of English with a focus on writing.
- Professional Learning Teams  
All classroom teachers to engage and intentionally collaborate in school teams and year level meetings focused on structured data analysis, best practice research and teacher dialogue. Working as a team and sharing pedagogy.
- Whole School Data Analysis  
Continue to refine the whole school internal and systemic data analysis to ensure teaching is focussed on student gaps in learning; and to have clear processes for analysing progress at a whole school level, year level, class level and individual student level. Implement the Age Appropriate Pedagogies and Early Start programs to target our P-2 Year levels. Prioritise targeted resources in the lower school with a focus on transition, enrolment and retention of students.
- Extension Programs  
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.
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### **Wellbeing Priority**

- Utilise staff meetings and planning time for effective analysis to align data, curriculum, pedagogy and assessment.

### **Annual Developing Performance Plans**

- Continue to implement the Annual 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 Developing Teacher Performance process to facilitate leadership density.
- Continue quarterly leadership team visits to all classrooms to provide feedback on the implementation of the TSS Classroom Collegial Engagement Process.

### **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 e.g. newsletter, email, website and Facebook.
- 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.

The following is a snapshot of our Annual Improvement Plan for 2019

## School Improvement Priority – Writing within the Australian Curriculum

Strategy:	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets
<b>TEACHING QUALITY</b>	Align Staff DPPs to the improvement priority of Writing. Align with AITSL APST <ul style="list-style-type: none"> <li>- Understanding Writing Data</li> <li>- Understanding pedagogy</li> <li>- Understanding Australian Curriculum</li> </ul>	Term 1 & 3 DPP Meeting	Staff Meeting - Exemplar  Meeting per staff member  DPP Framework	Principal and Deputy Principals	100% of staff engage with DPP process
	All teachers engaging in pre and post moderation processes. Timely and purposeful to be able to make judgements on current work	Each term –reflected on TSS assessment overview and term staff meeting planner	Whole school moderation <ul style="list-style-type: none"> <li>- Term 2 &amp; 3</li> </ul> Year level Meetings <ul style="list-style-type: none"> <li>- Term 1 &amp; 4</li> </ul>	HOC	100% of teachers engaged in pre and post moderation meetings for Writing
	Enhance teacher knowledge of Australian curriculum Writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.	Each term	Year Level Planning meetings 28 TRS per term	HOC BM	100% of teachers using the NCR Planning Templates to plan for English
	Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum	Each term provision of data discussion in planning meetings and year level meetings.	Student Free Day Term 1 – Dashboard PD and assessment tracker expectations (OneSchool PD) Twilight meeting in Term One for data discussion	Principal DP and HOC (TSS Assessment Schedule)	100% of teaching staff given access to PD
	Use collegial engagement processes to share best practice and improve teaching practice	Each term – as per TSS Collegial Engagement in Classrooms	Internal relief where required	Principal Deputy Principals	SOS data – 100% teacher satisfaction (S2118/S3239) (S2116/S3238)
	Deepen staff knowledge, understanding and pedagogical practice in writing.	Ongoing	Planning meetings, Twilight sessions TSS CEC document, Staff Meetings, Writing PLT	Principal HOC DPs	An improvement in writing achievement standards
	Embed AAP approaches and practices to support teaching and assessing within the Australian Curriculum for the Early Years (P-2)	Each Term	Early Start, Literacy continuum AAP coach AAP PD	DP P-3 HOC Early Years Coach	100% of Prep Staff engaging with AAP
<b>SUCCESSFUL LEARNERS</b>	A whole school approach to support the learning of all students	Ongoing	Inclusion Policy	Leadership team	100% staff engagement in PD SOS(S3202) target 100%
	Assessment tasks are adjusted and differentiated to ensure inclusive assessment practice	Ongoing	Planning documentation – anchor charts ICP	Principal HOC HOC	Assessment tasks cater for diverse needs of learners SOS: (S2003)–Target 100% (S2004) – Target 95%
	Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.	Each term	Budget Review meetings (I4S and general budget) TA Timetables Student Support Services Team	Principal BM Support Team	I4S Budget +80% committed
	Analysis of student data to monitor progress, guide professional practice and transitions, and prompt early intervention	As per Assessment Plan Prep Transition statements	Target and Assessment Plan	DP P-3	100% of teachers involved in data analysis conversations
	Use Early Start and the P-10 Literacy Continuum to monitor students' progress in writing (Prep)	Each term	Literacy Continua, Early Start Budget, TRS allocation	DP, HOC, BM, Prep Teachers	Data Collection – individual student Literacy Continua
	Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in writing	Each term	OneSchool data sets PBL data sets	Principal DP 4-6 (attendance)	Data analysis discussions each term with 100% engagement Above 94% attendance
	Create an inclusive culture of engaging learning that enables student success in writing.	Every day in every classroom	Accler8 Program Mini Lit	HOC STL&N	School-based support programs 45 % of Year 3 students achieving in U2B for Writing. 15% of Year 5 students achieving in U2B for Writing. 100% of students at or above NMS 25% of students reaching internal benchmark
<b>PRINCIPAL LEADERSHIP AND PERFORMANCE</b>	The school leadership team routinely review pedagogy across the school to ensure alignment with evidence-based writing practices	Each term	TSS Collegial Engagement in Classrooms document	Principal, Deputies and Leadership Team	100% of staff engaged in collegial engagement practices
	Establish a teaching and learning calendar to highlight assessment, reporting and data discussions (each term) to action the AIP and Assessment and Target plan.	Each term	Teaching and Learning Calendar TSS Diagnostic and Monitoring Assessment Overview	LT + AO	100% of staff engage with teaching and learning calendar at the commencement of each term

Strategy: SCHOOL PERFORMANCE	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets
	Work collaboratively within and across schools to improve student achievement in writing.	As per moderation (pre and post)	Target and Assessment Plan	HOC	-All staff engaged in collaborative discussion of data/evidence -Improved consistency in report card distributions for achievement in English with upward trend of % students with C or better. -Improve the % of students achieving A standard with consistency of data between Sem1 and Sem2 data.
	Provide regular opportunities to collect and analyse writing data to monitor performance, review practices and strategies through data analysis inquiry.	Each term	Target and Assessment plan NAPLAN, C2C Formative/Summative Assessment	HOC Deputy Principals	100% of staff engaged in data analysis
Strategy: REGIONAL SUPPORT	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets
	Engage with NCR offer of PA-AC support for pre moderation opportunities	Each Term	NCR PA-AC Budget	Principal HOC	100% of teachers use the NCR planning process
	Engage with NCR offer of Early Years Coach support for pre moderation opportunities	Each Term	NCR Early Years Coach Budget	Deputy Principal P-3 HOC Prep Teaching Team	100% of teachers use the NCR planning process
Strategy: LOCAL DECISION MAKING	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets
	The school actively seeks to engage with the local community and supports initiatives that celebrate diversity	Ongoing	Newsletters Parades Community Events – NAIDOC, Harmony Day, Book Week	All staff	SOS data – (S2035) – Target – 100% (S2033) – Target – 100% (S2032) – Target – 100%
	Promote awareness and understanding of the Writing strategy to all stakeholders through communication channels – school newsletters, website, EIA, parades.	Ongoing	Newsletters Parades Community Events	All staff	SOS data – (S2017) – Target – 100%
	Provide opportunities to share writing pedagogy with parents through scheduled learning opportunities.	Ongoing	Parent Teacher Interviews	All staff	SOS data – (S2028) – Target – 95%

## School Improvement Priority – Wellbeing

Strategy: TEACHING QUALITY	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets
	Deepen understanding of the Student Learning and Wellbeing Framework.	Term 1 SFD	Student Learning and Wellbeing Framework.	Principal HODC	SOS S2021 100%
	Develop consistent practice for reporting behaviours and parent teacher communication in One School	Term 1 SFD Ongoing	One School Dashboard	DP P-3 DP 4-6	Increased use of One School behaviour data and parent contact SOS S2024 90%
	Use Professional Learning Community (PLC) processes for the Positive Behaviour Learning Team (PBL) to implement school wide strategies.	Scheduled PBL Meetings.	School Improvement Unit Review.	DP P-3 Yr. Level reps.	Student behaviour is well managed. SOS (Staff) S2074 90%
	Provide opportunities for teachers to engage with Student Support Services Team	Fortnightly	One School Dashboard	HODC	SOS S3245 95% SOS S3240 100%
	Establish a Tewanin SS ATSI reference group.	Each term	Crossing Cultures training (2020) Building Cultural Capability in State Schools Reflection Tool	DP 4-6	Staff complete reflection tool. SOS S2114 100%
Strategy: SUCCESSFUL LEARNERS	Actions	Timelines	Resources	Responsible Officer	Milestones/ Targets
	Student Services Team and feedback on progress.	Monthly	Student Services Team	HODC	GO and Chaplain to feedback to Student Services Team Access data for HIVE
	Use of personal learning goals to sharpen student engagement and motivation	Each Term	Learning Goal template. (Writing and Wellbeing Goal) Twilight Session No.2	DP P-6	100% of students of engaged with an individual learning goal
	Analyse intervention data to inform improvement, guide teaching practices and provide early intervention supports.	Each Term	MiniLit data sets. Student Support Meetings	HODC STLaN	25% of identified students reaching Internal benchmark 75% Improvement of other students.
	Explicit teaching of appropriate student behaviours and expectations.	Lessons weekly	Develop and implement support materials for PBL – lesson plans and support material via team site and email.	DP P-3	School Improvement Unit Feedback. Increase of positive behaviour records in One School.
	Enact Tewanin State School Early Years: Connecting the Dots K-2 School Based Action Plan	2019 Ongoing	Tewanin State School Early Years: Connecting the Dots K-2 - School Based Action Plan	DP P-3	Increase of % of students achieving C standard or better in 2019
	Support students at risk of disengagement/low attendance by providing case management that promotes school readiness, student attendance and retention, literacy and numeracy achievement.	Fortnightly Ongoing	Student Services Team ATSI Student ILPs	DP P-3 DP 4-6	Improved Closing the Gap data. Increased attendance rate. Improved behaviour data for 'at risk' students.

<b>Strategy: PRINCIPAL LEADERSHIP AND PERFORMANCE</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>
	Empower staff to take on a leading role in the operation of PLTs.	Term 1 Ongoing	Writing, Wellbeing, PBL ATSI Reference Group	Principal DP P-3 DP 4-6	By end of Term 1
	Implement DET attendance policy. Visibly drive the school improvement agenda including promoting in the school community.	Ongoing Ongoing	One School Dashboard. Assemblies, Social Media, School Sign, Email, Newsletter, Local Media	DP 4-6 Principal DP P-3 DP 4-6	95% Attendance rate. SOS S2032 100% SOS S2035 100%
<b>Strategy: SCHOOL PERFORMANCE</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>
	Triangulate and analyse attendance, academic and behaviour data to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	Termly or as available	School Data Profile Headline Indicator Data School Opinion Survey Performance Dashboard	Principal	SOS Question S3232 >90% - My school has taken action as a result of last year's School Opinion Survey.
	Develop TSS staff handbook to assist with staff induction.	Term 1	Like school support.	LT and AO	All staff receive a copy
<b>Strategy: REGIONAL SUPPORT</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>
	Link with North Coast Region Mental Health Coach, Engagement and Student Wellbeing, and Community Partnerships Officer (ATSI Ed.) for developing best practice within school	Termly	Regional HOSES meetings Regional support staff	HODC DP 4-6	All staff (100%) provided access to wellbeing professional development opportunities. SOS S2070 100% SOS S2037 100% SOS S2002 100%
	Investigate engagement with regional services after recommendations of School Improvement Unit feedback.	As available	SIU Report	Principal	Recommendations considered and enacted where applicable.
<b>Strategy: LOCAL DECISION MAKING</b>	<b>Actions</b>	<b>Timelines</b>	<b>Resources</b>	<b>Responsible Officer</b>	<b>Milestones/ Targets</b>
	Responsible Behaviour Plan (RBP) for students is jointly developed with staff and community – endorsed through LCC and P&C	Term 4	Responsible Behaviour Plan	Principal DP P-3	SOS S2024 80% SOS S2012 95%
	Establish innovative, sustainable partnerships with parents, new families and wider community. E.g. Early childhood providers/High Schools/ Health and Wellbeing support agencies.	Ongoing	Transitions programs e.g. Flying Start SWD High School transitions	DP P-3 AO2	Increased enrolment 100% Transition Statements received. Maintain Prep transition days
Connect with community groups to promote school activities that will enhance student engagement.	Ongoing per calendar	Harmony Day, NAIDOC Week, Book week, etc.	LT	SOS S2067 SOS S2034 SOS S2068 Increased enrolment.	

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	629	603	588
Girls	312	285	281
Boys	317	318	307
Indigenous	42	32	37
Enrolment continuity (Feb. – Nov.)	92%	95%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Tewantin State School enrolment throughout 2018 fluctuated around 580 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	25	23	22	The <a href="#">class size</a> targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	26	26	25	

## Curriculum delivery

### Our approach to curriculum delivery

Tewantin State School has a strong focus on literacy, numeracy and the integration of technology as an effective teaching tool.

The School has utilised the Australian Curriculum to maximise student outcomes, develop life-long learning attributes and prepare students to meet the requirements of the complex and diverse nature of our current world.

The subjects studied are:

- English
- Mathematics
- Science
- Geography
- Humanities and Social Sciences
- History
- Health
- Technologies (Design & Digital)

#### Specialist Areas

- The Arts (Music)
- Physical Education (Movement & Physical Activity)
- Languages (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 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 lessons including: Music, Technology, Special Education, LOTE, Physical Education, and our Digital Technologies P - 6 program.

### Co-curricular activities

Our students are well represented in club and school sport. Students are actively encouraged to participate in interschool sports and interest is consistently high. Children are offered a large variety of sports throughout the year. We are fortunate 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 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 Sport Programs.
- 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:

- Tewanin'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 Noosa District SHS and Sunshine Beach SHS extension programs.
- Indigenous cultural activities are an annual event at Tewanin – NAIDOC Day.
- Harmony Day is celebrated each year with a large community concert.
- 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 Tewanin business community.
- 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 ICAS Competitions.
- Large number of representatives at the Regional Music Camps.
- Year 6 Camp Program.

## How information and communication technologies are used to assist learning

The staff of Tewanin State School recognise the importance of Information and Communication Technologies (ICT) as an integral learning tool for learning in the 21st century. ICTs provide stimulating learning environments that are required for developing information literacy. To this end, ICTs are embedded across all curriculum year levels. Students use ICTs, including the internet, email and, increasingly, interactive whiteboards in their learning activities.

All students have easy access to computers. All classrooms have internet connection and are provided with computers. The Resource Centre has a bank of computers and the school has fully equipped computer labs. A smaller computer lab is available for small groups of students.

The school's infrastructure allows every class to access resources and programs through Education Queensland's web based Learning Place. Teachers also have access to a wide range of network based literacy and numeracy software which are used to enhance learning in the classroom.

## Social climate

### Overview

Tewanin State School implements the Positive Behaviour for Learning 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.

Inappropriate behaviour is processed in accordance with the school's Responsible Behaviour Plan for Students. Our school has employed a School Chaplain, whose role supports and complements the work of the school staff. Our school is currently reviewing our inclusive approaches to ensure they are active and meeting the demands of our community and students.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	98%	94%
• this is a good school (S2035)	88%	91%	96%
• their child likes being at this school* (S2001)	88%	97%	96%
• their child feels safe at this school* (S2002)	93%	95%	96%
• their child's learning needs are being met at this school* (S2003)	93%	93%	96%
• their child is making good progress at this school* (S2004)	90%	93%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	91%
• teachers at this school motivate their child to learn* (S2007)	95%	93%	91%
• teachers at this school treat students fairly* (S2008)	83%	91%	93%
• they can talk to their child's teachers about their concerns* (S2009)	95%	96%	96%
• this school works with them to support their child's learning* (S2010)	90%	89%	91%
• this school takes parents' opinions seriously* (S2011)	82%	87%	93%
• student behaviour is well managed at this school* (S2012)	69%	89%	91%
• this school looks for ways to improve* (S2013)	83%	87%	95%
• this school is well maintained* (S2014)	100%	98%	96%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	99%	96%
• they like being at their school* (S2036)	99%	98%	95%
• they feel safe at their school* (S2037)	96%	98%	98%
• their teachers motivate them to learn* (S2038)	98%	98%	96%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	97%
• teachers treat students fairly at their school* (S2041)	86%	96%	94%
• they can talk to their teachers about their concerns* (S2042)	93%	90%	93%
• their school takes students' opinions seriously* (S2043)	92%	95%	95%
• student behaviour is well managed at their school* (S2044)	87%	87%	90%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	96%	99%	98%
• their school is well maintained* (S2046)	95%	96%	99%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	98%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	94%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	92%
• they receive useful feedback about their work at their school (S2071)	98%	76%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	91%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	100%	97%	96%
• student behaviour is well managed at their school (S2074)	88%	91%	78%
• staff are well supported at their school (S2075)	93%	79%	86%
• their school takes staff opinions seriously (S2076)	85%	72%	88%
• their school looks for ways to improve (S2077)	93%	88%	94%
• their school is well maintained (S2078)	95%	91%	94%
• their school gives them opportunities to do interesting things (S2079)	93%	79%	94%

\* Nationally agreed student and parent/caregiver items.

# '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 Tewanin 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
- ATSI Community Consultation - Parent and Community Reference group
- ATSI Homework Club
- 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

Our school works closely with the local Noosa Shire Council, Community Businesses (Bendigo Bank), Noosa/Tewanin RSL, CWA, Lions, Noosa Art Gallery and United Synergies.

## Respectful relationships education programs

The school has developed and implemented a program based on appropriate, respectful and healthy relationships. Our Responsible Behaviour Plan encourages a supportive approach that builds on the Positive Behaviour for Learning program. Our school expectations are I am Respectful, I am Safe and I am a Learner. Students are explicitly taught our schools expectations and our school PBL Team ensure that staff and school community members are supported. These key messages are delivered daily on morning notices to each class and are presented by classes at our weekly school assembly.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	19	8	12
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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. We are a community collection point for the Enviro Bank Recycling Program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	326,848	441,064	296,932
Water (kL)	12,535	8,138	33,267

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	43	26	<5
Full-time equivalents	37	19	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	5
Graduate Diploma etc.*	
Bachelor degree	37
Diploma	
Certificate	

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 67748

The major professional development initiatives are as follows:

- Understanding the Australian Curriculum – Teacher Planning Sessions
- Wellbeing Training
- First Aid Training
- Instructional Leadership - Coach

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	93%
Attendance rate for Indigenous** students at this school	90%	93%	92%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

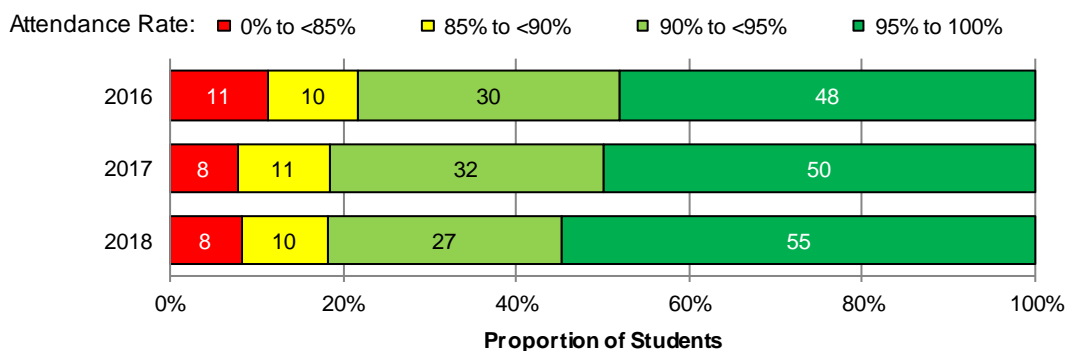
Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	93%	94%	95%
Year 2	94%	94%	93%
Year 3	93%	94%	93%
Year 4	92%	93%	94%
Year 5	93%	93%	93%
Year 6	92%	94%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Tewantin State School and our community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student performance. School rolls are marked twice a day. Where students show a pattern of non-attendance the school teacher in the first instance will contact the parent (after three unexplained absences or late arrivals). If the pattern of non-attendance continues a member of the school leadership team will contact home to offer assistance in improving the attendance rate. Should a student's attendance still not improve, the school will utilise the Department's Policy and Procedure Register (SMS-PR-036) regarding compulsory attendance and the associated actions which may ultimately lead to prosecution in the most extreme of cases.

The school provides a range of services designed to support families to assist with attendance:

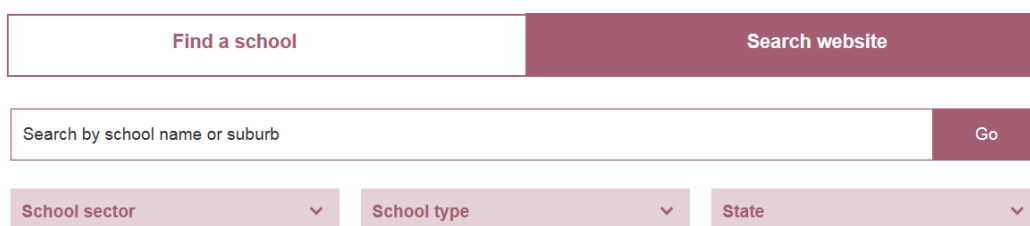
- Brekky Club
- Homework Club
- Morning reading club
- The Hive Room

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.