

Tallebudgera State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

We are proud to present Tallebudgera State School's Annual Report for 2014. This report details our achievements and progress towards our goals for 2014 as well as our future goals to improve student performance. It also contains our school profile, the curriculum and extra-curricular offerings, satisfaction levels of parents, students and staff and the performance levels of our students.

Our motto "Strive for Excellence" underpins our whole school ethos and operations. Our aim is to provide high quality education in a caring environment. We are committed to maximising student learning achievements and developing the whole child to reach their potential. We constantly review our processes in order to improve educational, social and emotional outcomes for all students. We value and maintain a positive learning culture that supports students and staff to achieve their best work. Our expert teaching team has very high expectations for all students and continually teach, model and encourage a strong work ethic for students to produce high quality work and pride in their effort. We are proud of our excellent reputation for having quality partnerships with parents and the wider community.

During 2014, Tallebudgera State School gained Independent Public School status involving opportunities for enhanced local governance, locally-tailored workforce and financial flexibility along with public accountability, transparency and performance. The establishment of a school council has enabled greater involvement of the school community and other stakeholders in setting the strategic direction of the school.

Our focus on quality learning experiences at school, at home and in the community along with a dedicated team of staff who care for every student have resulted in improved outcomes and opportunities for our students.

School progress towards its goals in 2014

➤ EXCELLENCE FOR STUDENTS IN LEARNING AND PERSONAL DEVELOPMENT

Goal: All students make continual learning progress and develop their individual talents.

Key Priorities: Reading, Spelling, Higher Order Thinking, ICT.

➤ EXCELLENCE FOR STAFF IN TEACHING AND SUPPORT SERVICES

Goal: Effective learning and teaching practices are supported and enhanced by a professional learning community.

Key Priorities:

- Effective teaching practices
- Effective use of Information and Communication Technologies
- Sharing best practice to build workforce capacity

➤ EXCELLENCE FOR SCHOOL COMMUNITY IN SUPPORTING LEARNING AND MAINTAINING PRODUCTIVE RELATIONSHIPS

Goal: Parents and community members work with the school to support student learning and maintain a positive, sustainable community in Tallebudgera.

Key Priorities:

- Community Partnerships
- Facilities Master Plan

Each year the school develops an **Annual Implementation Plan** to work towards achieving the goals of the strategic plan and to respond to the needs of the students and the school community. Our goals for 2014 are set out below:



Key priorities for 2014

CENTRAL FOCUS FOR 2014 : Multi – tiered model of teaching and intervention across the school

Focus on universal teaching strategies, supported by targeted and intensive teaching to address the needs of all students

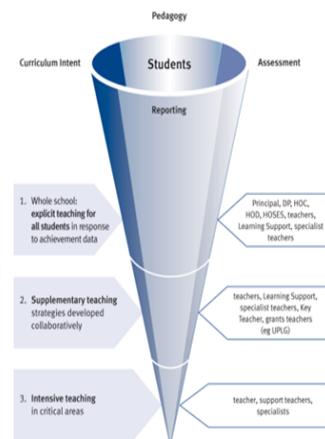
Improvement Agenda

Whole school Literacy and Numeracy with a particular focus on **Reading, Spelling, Higher Order Thinking**

- Continue to improve the proportion of students in upper two bands in NAPLAN
- Continue to improve the proportion of students achieving A and B in assessment tasks and on semester report in English, Maths and Science.
- All students achieve 100% spelling accuracy on minimum year level standards(No Excuse Lists) or have an Individual Learning Plan
- All students make progress from pretest to post test assessments in each 5 week unit in Maths

Priority Areas of Development

- **Teaching of reading** – ensure universal teaching strategies are embedded across the school and that year level, class and individual student achievement data informs universal, targeted and intensive teaching
- **Higher order thinking** – introduce philosophical inquiry in all classes
- **Information and Communications Technology** – build staff capacity to use ICT to enhance learning in the classroom and opportunities for students and parents to access learning materials at home



Future outlook

Our School Implementation Plan key areas for school improvement for 2015:

Whole school Literacy and Numeracy with a particular **focus on Reading, Spelling, IT learning, Higher Order Thinking.**

- Continual improvement in the proportion of students in upper two bands (U2B) in NAPLAN.
- Evidence of improvement in the proportion of students achieving A and B in English, Maths and Science.
- All students achieve 100% accuracy on minimum year level strands or working on an individual learning plan.
- All students make progress from pretest to post-test assessment each term in Maths.

Priority Areas of Development

- **Teaching of reading** – ensure consistent universal, high yield teaching strategies prioritising comprehension and vocabulary development using Explicit Teaching and the school Reading Framework.
- **High order thinking** – continue philosophical inquiry in all classes.
- **Information Technology** – continue to build staff capacity using IT and devices to enhance learning in the classroom and opportunities for students and parents to access learning materials at home.
- **Teaching of spelling** – implementation of whole school direct instruction practices to improve all students' spelling.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	718	339	379	95%
2013	765	348	417	96%
2014	754	358	396	97%

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

Characteristics of the student body:

All classes from Prep to Year 7 are coeducational with single year levels as well as two multi-age classes in 2014. The school has low levels of student mobility. With enrolment numbers growing steadily, an enrolment management plan has been in place since 2013. The majority of our families are in permanent long term employment or in business. The community places a high value on a secure and stable lifestyle, community involvement and quality educational experiences for their children. The school provides differentiated support for all students including our high achieving students as well as students with disabilities.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	26	24	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	4	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Tallebudgera State School, we continually set high expectations for our students' achievement. Learning activities include relevant, challenging, problem-based activities aimed at teaching children concepts and skills for life. We constantly articulate that learning is our highest priority for developing the whole child.

- Our 2014 curriculum is designed around units that follow the Australian Curriculum subject areas of English, Mathematics, Science, History, The Arts, Technology, Health and Physical Education and Languages other than English. Our curriculum priorities are English, Maths and Science to ensure that students develop strong foundations for all learning areas. We provide explicit daily teaching in literacy and numeracy including oral language programs, spelling programs, structured and sequential reading skills program, hands-on learning and real world maths investigations.
- We have an outstanding early childhood program in Prep and Year one with expert teachers introducing children to formal learning in a warm and supportive environment where learning matches students' interests and development needs as they progress through each year level.
- Teachers provide information about curriculum content and teaching strategies via online Edstudios for parents and children and encourage parents to be involved in classrooms regularly. This builds positive supporting relationships between the child, teacher and parents and leads to greater success for our students. We ensure that students with particular gifts, talents, interest and needs are supported through our collaborative year level team approach.
- Japanese is taught as the Language Other Than English (LOTE).
- Instrumental music lessons are offered through a specialist teaching program from years 3-7.
- Leadership days are conducted annually for our senior students in Years 6 and 7.
- Explicit teaching of values occurs in all classrooms across the school and on assemblies using the You Can Do It! Program incorporating Getting Along Well, Organisation, Persistence, Confidence and Resilience.
- School camps are offered from year 5 onwards.
- Philosophy lessons are taught in each classroom from Prep to Year 7 to encourage higher order thinking skills..

Extra curricula activities

At Tallebudgera State School, we value participation in extra curricula programs to develop excellence in a variety of areas including the performing arts, sport and the arts.

- **Interschool and intraschool sport programs** enable all students to participate in healthy competition and life style experiences. Our students have opportunities to compete in swimming, netball, soccer, touch football and baseball. Each term, our Year 6 and 7 students participate in the Gala Sports Day competition with other primary schools.
- **Running Club** – Each week, our PE teacher conducts before school running with students who wish to participate in order to keep fit or to train for upcoming school and district events such as Cross Country, athletics carnivals. This program was first started in 2010 and is showing a steady increase in participants.
- **Auskick & Active & Healthy School (GCCC):** Health and fitness are highly regarded at Tallebudgera and we are pleased to work in conjunction with the GCCC to provide the choice of a number of after school activities including football, soccer and other team sports.
- **Speechmakers:** This is a key event in our school year with all classes preparing and presenting speeches. The best public speakers then compete for the honour of representing our school at the local schools competition. Our students have been involved in the Cluster Speechmakers Festival for the past six years and have placed or won each year.
- **Student Council:** Leadership and citizenship are valuable skills that we take pride in at Tallebudgera. Opportunities are available for children who have been selected as their class representatives on the student council with fortnightly meetings. Extra curricula programs organised by students include the school Recycling program, Playground Pals, lunchtime activities and fundraising projects to support local charities.

- **Dance:** Students from P-7 are offered additional learning in modern dance lessons before school conducted by our performing arts teachers and outside facilitators. Interest in the junior program for P-3 and the senior program for Y4-7 continues to increase in numbers of students participating from previous years. Each year, participants are involved in performances at school events, assemblies and at the Gold Coast Eisteddfod.
- **Aerobics:** Each week, our talented Aeroskools aerobics students learn and practise their fitness routines to music. They participate at local, state and national titles.
- **Instrumental Music:** At Tallebudgera, we have a keen contingent of students from Years 3-7 who apply to join our school music program. Tuition is provided before school and throughout the school day by qualified music teachers in brass, woodwind, percussion and strings. As students' progress with their musical ability, they are invited to join bands and ensembles and to represent the school at Eisteddfods, Fanfare, Instrumental Music Concerts and Advanced Music Camp.
- **School Choirs:** Our school choirs are coordinated by our music teacher. Dedicated students in the Junior and Senior Choirs attend practices weekly before school throughout the year. The students show their talents and musicality during performances on assemblies, Voice Fusion and compete in the Gold Coast Eisteddfod each year.
- **Guitar Lessons:** Students are offered private tuition one afternoon or morning each week by a qualified musician.
- **Rock Band:** We have had a student Rock Band at Tallebudgera since 2002. Our School of Rock groups are an extension of the classroom program. Guitar lessons are held after school and during lunch hours by one of our teachers with 40 students involved. The students perform at school based celebrations and assemblies as well as local music events such as the annual Cooly Rocks On festival.
- **Gold Coast Writers Festival:** A group of our best writers are chosen each year to participate in the Gold Coast Writers Festival where they learn writing skills from published writers who present relevant workshops for students to attend.
- **Totally Tally:** This is an online magazine that has been established for a number of years by one of our parents using WordPress. Student Administrators are chosen to assist with editing work submitted by students from across the school. Workshops are held weekly before school. The link to this magazine is found on the school website; <https://tallebudss.eq.edu.au/totallytally/>
- **HTML Workshop:** Students from Years 1 to 7 are invited to attend before school extension workshops each week using the expertise of one of our parents along with teachers to provide opportunities for students to develop their IT skills using HyperText Markup Language which is the standard markup language used to create webpages.
- **Book Week:** This is a major event in our school calendar with our Library staff taking a lead role in promoting the love of reading. Each year during Book Week, we have a number of activities organised for students to participate in such as Book Character Parade, Children's Book Awards, Book Fair and visiting GCCC library staff who visit the school and share the reading of books with students.

How Information and Communication Technologies are used to assist learning

Computers are used in a variety of ways at Tallebudgera State School as a tool for learning. Computers are situated in every classroom, in two computer labs and in the school's resource centre. Children are taught explicitly to use software programs and are supported to use these to research, record, create and present information and ideas. Teachers use online environments as a means to provide a range of curriculum offerings to meet diverse student needs. All students have access to internet and email from classroom computers. In addition, two computer labs allow whole class access to ICTs. These labs are used both for explicit instruction about computers and software, as well as for accessing information and learning activities in all subject areas.

Other **multimedia resources** such as digital cameras, film making equipment and data projectors are used by students and staff in conjunction with computers to support learning. The use of tablets for each student was trialed in a Year 6 class during 2014 allowing many opportunities for teaching curriculum content and improving IT skills. Some homework tasks are presented in a virtual classroom environment for children to access from home to allow consolidation of classroom learning and to allow parents to see the content of classroom learning in more detail. All year levels have an edStudio where class teachers maintain communication with parents and students with regard to homework assignments, messages and information eg excursions, parent interviews.

The **school computer club** continued to involve students in the school online magazine as well as an extension class which offers students the chance to learn how to build webpages by writing HTML and create games using the Scratch program. By the end of 2014, the school had 170 digital tablets in classrooms across the school, enabling students to access learning activities and online resources more easily and at their own desks. All classrooms now have interactive projectors.

Social Climate

Tallebudgera State School is a coeducational school and was established in 1877. It has grown from a one-teacher school to our 784 students from Prep to Year 7. The school maintains a rural link and this is a feature of our school community. The school has been an integral part of the community for over 125 years. We have great pride in our school and the way in which our community work together to provide exceptional educational opportunities for all our children.

Our commitment to traditional values provides a solid foundation of our school's modern identity. Tallebudgera State School is a community of learners in all facets of life. We work and learn together through active participation and open communication is welcomed. By working together, we have created a school community where our students thrive as confident, lifelong learners. We have a reputation as a school that "Strives for Excellence" in all that we do.

Student success is paramount and we acknowledge that every student learns at different rates and in different ways. Developing a consistent work ethic in our students is very important. Teachers foster the development of a positive self-concept, challenging each student to continue to learn and to strive for excellence.

Our positive school climate is enhanced through:

An explicit focus on teaching our **School Rules** which are 'Be a learner, Act safely and Show respect'.

Excellence in behaviour and effort – Our behavior standards are very high. All students are given daily feedback about their behaviour through a Gold, Silver and Bronze system. We expect all children to work towards achieving Gold Standard behavior in learning activities and playtimes every day. At the end of each term, each child participates in various levels of reward activities recognizing their overall behaviour and effort throughout the term.

The Learning Needs Team identifies, prioritises and coordinates access to appropriate support programs that address a range of social, emotional and behavioural issues eg Playsafe Program, Playground Pals. Our school Chaplain and Guidance Officer work with individual and groups in pastoral care programs providing a range of social skilling programs.

Our wide range of extra curricula programs aim to build students' confidence and social skills. Our strong performing arts culture promotes respect for the performance of others and provides a supportive environment for children to try new challenges.

Anti-bullying programs are provided across all year levels. These focus on a proactive approach and connect to our Values Education program. Anti-bullying programs include teaching children strategies to build self-confidence, identifying what constitutes bully, building resilience and assertiveness as well as strategies to respond to bullying behaviour and to support their peers in bullying situations.

Parent, student and staff satisfaction with the school

School Opinion Survey data for 2014 (below) indicate that students, parents and staff have a very high degree of satisfaction with our school. In the area of School Climate, parent satisfaction scores at this school were significantly above the mean scores of all schools in the state on all the measures – that their child is happy to go to school; with the behaviour of students at this school; with student discipline in the school.

100% of Tallebudgera **parents** reported that teachers at this school expect their child to do his or her best; the school looks for ways to improve and the school is well maintained. All responses from Tallebudgera parents were between 94% and 100%. 98% of parents stated that this is a good school and that their child feels safe at this school.

100% of **students** responded that they like being at their school; they feel safe at their school; their teachers motivate them to learn; their teachers expect them to do their best; that their school takes students' opinions seriously; that the school looks for ways to improve and that the school is well maintained.

100% of **staff** responses indicated that they feel that their school is a safe place in which to work; that students are encouraged to do their best at their school; that students are treated fairly at their school, that student behaviour is well managed at their school; that their school looks for ways to improve and that their school is well maintained.

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	93%	96%
this is a good school (S2035)	94%	100%	98%
their child likes being at this school* (S2001)	94%	96%	96%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	88%	96%	94%
their child is making good progress at this school* (S2004)	94%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%	96%
teachers at this school motivate their child to learn* (S2007)	88%	100%	96%
teachers at this school treat students fairly* (S2008)	94%	93%	96%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	96%
this school works with them to support their child's learning* (S2010)	94%	96%	96%
this school takes parents' opinions seriously* (S2011)	94%	96%	94%
student behaviour is well managed at this school* (S2012)	87%	100%	96%
this school looks for ways to improve* (S2013)	94%	100%	100%
this school is well maintained* (S2014)	94%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	98%	99%
they like being at their school* (S2036)	97%	96%	100%
they feel safe at their school* (S2037)	97%	98%	100%
their teachers motivate them to learn* (S2038)	96%	99%	100%
their teachers expect them to do their best* (S2039)	99%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	98%	97%
teachers treat students fairly at their school* (S2041)	91%	94%	99%
they can talk to their teachers about their concerns* (S2042)	86%	95%	96%
their school takes students' opinions seriously* (S2043)	83%	98%	100%
student behaviour is well managed at their school* (S2044)	89%	94%	99%
their school looks for ways to improve* (S2045)	95%	100%	100%
their school is well maintained* (S2046)	90%	98%	100%
their school gives them opportunities to do interesting things* (S2047)	87%	96%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	97%
they feel that their school is a safe place in which to work (S2070)		96%	100%
they receive useful feedback about their work at their school (S2071)		88%	88%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		88%	91%
their school takes staff opinions seriously (S2076)		90%	90%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		86%	90%

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

'Agree' represents the 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.

Involving parents in their child's education

At Tallebudgera, we believe that partnerships with parents play a vital role in students' learning and well-being. We take every opportunity to involve parents in their child's education. We have a policy of first name basis and emails between all parents and teachers. We welcome parents into the school along with their children through our enrolment process which involves meeting the Leadership Team, class teachers and the Parent Liaison Officer including a tour of the school.

Other opportunities for parent involvement include:

- P&C meetings and events
- Volunteering in classrooms and tuckshop
- School Facebook comments and messages
- Musical and dance performances
- Active School Travel Walking Wheeling Wednesdays in conjunction with GCCC to address parking issues
- 2014 School Cookbook involving families supplying their favourite recipes for a professionally produced Tally Cookbook along with an official Cookbook Launch
- Class Parent representatives – one parent representative per class; Parent Chat with the Principal held each term.
- Community involvement and attendance at a variety of school events
- Tallys Got Talent performances held each year
- P&C School Fete was held in 2013 and was one of the most successful and enjoyable events of the year
- P&C School Discos each term
- Parent Information Sessions at the beginning of the year
- Parent Teacher interviews and reporting twice yearly
- Weekly assemblies
- Sports Days
- Graduation and Awards Day
- Under 8s Day
- Anzac Day Service
- Spellathon
- Interschool sports Gala Days
- Swimming Carnival
- Athletics Carnivals
- Book Week Character Parade
- Music concerts and Eisteddfod
- Training workshops for parents to build skills to support their child's learning

Reducing the school's environmental footprint

Tallebudgera State School is located in a rural environment rich with native flora and fauna and we are very conscious of protecting this local environment as well as our global environment. As our school continues to grow, we are always working on minimizing our impact on the environment. Our curriculum highlights sustainable use of resources and our students, staff and parents work together to "Reduce, Reuse and Recycle". Student Councillors coordinate recycling food waste in compost and worm farms. Paper, plastic and glass are separated from general waste. The student council has initiated and promote regular Nude Food Days to motivate students to bring a packaging-free lunch. Guidelines are in place to regulate the use of cooling and heating in classrooms. We have 22 solar panels installed to contribute to our school sustainability along with rain water tanks from which water is recycled for use with toilets.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	184,823	1,439
2012-2013	205,781	1,948
2013-2014	201,490	2,390

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

Our staff profile

Staff composition, including Indigenous staff

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$29 225.

The major professional development initiatives are as follows: Reading, Formative Assessment, Using tablet computers in the classroom,

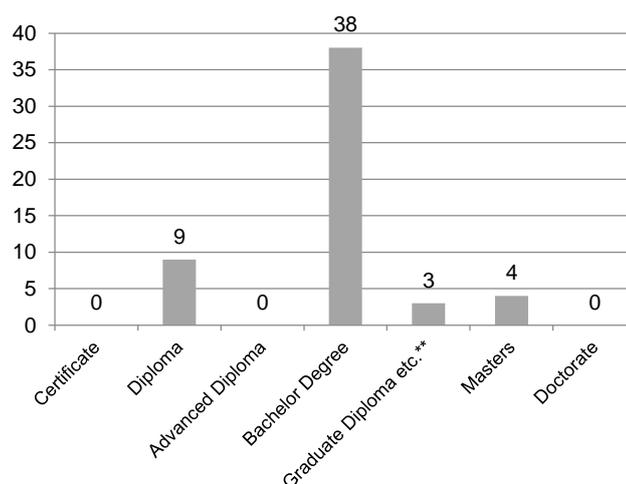
The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	54	25	0
Full-time equivalents	44	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	54



*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 2014 were \$38474

2014 major professional development initiatives are as follows:

- Improving Reading
- Tactical Teaching of Reading
- Implementing intervention programs
- Dylan Wiliam Formative Assessment Techniques
- Philosophy in the Classroom
- Data Analysis skills for differentiated teaching and learning
- Use of IT as a tool for implementing the curriculum
- The use of Tablets in the classroom
- Onenote program
- Interactive whiteboard use
- Year Level Curriculum Planning Days
- Pedagogical Framework Rubric
- Reading Framework Rubric
- Staff Induction
- Blogging
- ASD online training and learning

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	93%	94%

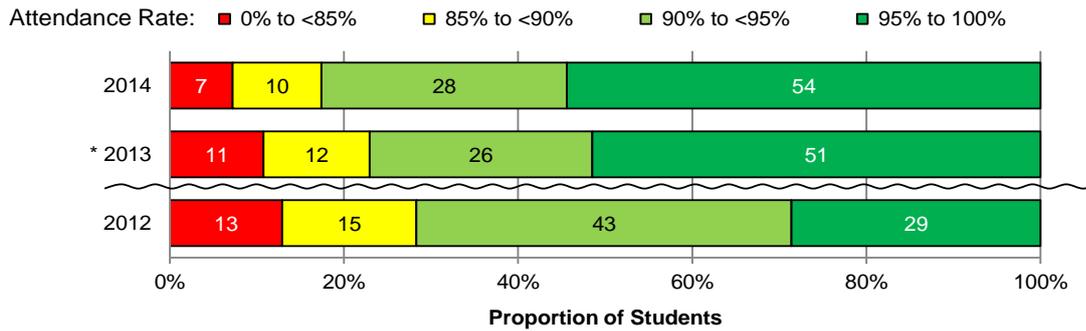
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	91%	92%	91%	91%	92%	91%	92%					
2013	92%	93%	94%	93%	93%	93%	92%					
2014	94%	94%	95%	95%	94%	94%	94%					

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 after 2012 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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Tallebudgera, regular school attendance is promoted by all staff as a major contributor to best results for all students. School attendance targets for 2014 have been set at 95% or higher. Rolls are marked twice daily. Late arrivals and early departures are recorded. Attendance rates are monitored weekly. Teachers and the Deputy Principal work with families to address attendance concerns for individual children. Each child achieving 95% to 100% attendance at the end of each term is recognized and awarded on assembly with an attendance certificate. Students with 100% attendance for the year also receive an attendance medal. “Every Day Counts” information is communicated to parents via our school newsletter, emails, assemblies and the school website.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

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

In 2014, there were 37 students in the school identifying as Indigenous. Our Indigenous students continue to maintain high results and we acknowledge the support of families in this achievement. Attendance for our Indigenous students was comparable to our Non-Indigenous students for 2014.

The average scores for Indigenous students in NAPLAN tests in 2014 were better or equal to national Mean scores in Year 7 Reading, Writing and Numeracy and Year 3 Writing and Numeracy. Year 5 Writing was above the State mean score.