

Tallebudgera State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

We are proud to present Tallebudgera State School's Annual Report for 2015. This report details our achievements and progress towards our goals 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.

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 2015

➤ 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

In 2015 the School Improvement Unit was engaged to conduct a self determined school review of Tallebudgera State School. The National School Improvement Tool was used as a framework for the review and all 9 domains were addressed. In particular the work of the school to develop 'A Culture that Promotes Learning' was a strong focus within the review. The review highlighted a range of commendations of schoolwide practices. The key findings and recommendations included:

Key findings

- Across the school there is evidence of a drive for improved student outcomes.

There is a strong and optimistic commitment by staff to the school's improvement strategy and a clear belief that further improvement is possible.

- The school clearly communicates that it expects all students to learn successfully and a culture of high expectations permeates the school.

School leaders have developed and are driving a clear and strategic direction for school improvement. The explicit instruction model for curriculum and pedagogy forms a basis for the explicit improvement agenda. This agenda is grounded in evidence from research and practice and is expressed in terms of improvements in measurable student outcomes.

- There is a consistent plan for the systematic collection, analysis, display and use of a range of student achievement data.

The principal and other school leaders clearly articulate the belief that reliable data on student outcomes is crucial to the school's improvement agenda. Building teacher capacity in the analysis and use of student data has been a priority over time and significant progress has been made. The effective use of student data by leaders and classroom teachers is apparent.

- A commitment to excellence and a vibrant learning culture is evident.

Student learning is characterised by a focus on high expectations, engaged learning, focused teaching, a positive culture and celebrations of success.

- A culture of learning and continual professional growth is modelled and encouraged by the principal and other school leaders.

A systematic process for coaching and mentoring of staff has been successfully implemented. Staff speak positively of these opportunities to reflect on their teaching in a highly collaborative and supportive process.

- The school has a coherent, well-sequenced whole-school curriculum plan.

School leaders release teachers on a systematic roster to collaboratively plan units for the following term. Year-level meetings occur weekly, although there is evidence of some year-level teachers meeting daily to discuss student progress and areas of immediate concern. Many teachers suggest that a curriculum team, with wide representation from teaching staff, would enhance the curriculum development process.

- The school leadership team is focused on research-based pedagogical models that support effective teaching and learning.

School leaders have accepted personal responsibility for driving improvements in planning, teaching and learning throughout the school and clearly articulate their expectations to teachers, students and parents. All teachers across the year levels are incorporating the explicit instruction model while implementing the Australian Curriculum.

- The school is held in high regard by parents and the wider community.

Interactions between staff, students, parents, families and the community are forthright, caring, supportive and inclusive, and built on trust and client confidence. The Parents and Citizens' Association (P&C) and School Council are highly supportive of the school agenda and are developing a strategic plan to align with school priorities. Strong relationships exist between the school, business partners and sponsors.

Key improvement strategies

- Consolidate the work that has begun on the explicit instruction model to ensure full implementation of the six elements as articulated in the Tallebudgera State School 2016 Pedagogical Framework before moving on to other priority areas.
- Establish a representative curriculum team to further develop school-based curriculum which incorporates the Australian Curriculum as the key driver for curriculum design and delivery across the school.
- Regularly review and monitor partnerships to ensure that they are impacting positively on student outcomes and that there is clarity around partner and sponsor roles and responsibilities

Future outlook

The school strategic plan from 2011 – 2015 focussed the improvement agenda on Reading. This plan was implemented successfully with results improving over the four year period to be at and above state school means. In 2015 the percentage of Year 3 students achieving in the upper two bands in reading was 50% and in year 5 it was 34%.

The school improvement agenda for 2016 for STUDENTS is writing. STEM (Science Technology Engineering Maths) is the area that the school is committed to exploring in 2016.

The STAFF improvement priorities are Explicit Instruction and Leadership Capacity.

The COMMUNITY improvement priority is Partnerships.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	765	348	417	32	96%
2014	754	358	396	37	97%
2015	757	346	411	32	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

All classes from Prep to Year 6 are coeducational with single year levels as well as one multi-age class in 2015. 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		
	2013	2014	2015
Prep – Year 3	23	23	21
Year 4 – Year 7 Primary	24	22	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	4	1	9

Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 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 3-6.
- Leadership days are conducted annually for our senior students in Years 6.
- 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 4 onwards.
- Philosophy lessons are taught in each classroom from Prep to Year 6 to develop 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, computer coding and sport.

- **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 5 and 6 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 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 Y4-6 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 3-6 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:** Since 2002 Tallebudgera students have had the opportunity to be part of a student Rock Band. Our School of Rock groups are an extension of the classroom music 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 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/>
- **Computer Coding Club:** Students, staff and parents are welcome to attend before school sessions twice a week to develop their design, technology and IT skills. The range of activities includes robotics, Raspberry Pi programming, Scratch block based coding, 3D design and printing and HyperText Markup Language based web page design..
- **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 improve learning

Computers are used in a variety of ways at Tallebudgera State School as a tool for learning. Desktop computers, tablets or laptops are situated in every classroom 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, sets of laptops in trolleys allow whole class access to ICTs. These 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. 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.

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 6. 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. Developing a growth mindset is a focus for all classes. Children are taught that making mistakes is a vital part of the learning process and that we can improve our intelligence through effort and persistence.

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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	96%	93%
this is a good school (S2035)	100%	98%	95%
their child likes being at this school (S2001)	96%	96%	95%
their child feels safe at this school (S2002)	100%	98%	96%
their child's learning needs are being met at this school (S2003)	96%	94%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	96%	94%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	96%	93%
teachers at this school motivate their child to learn (S2007)	100%	96%	93%
teachers at this school treat students fairly (S2008)	93%	96%	95%
they can talk to their child's teachers about their concerns (S2009)	96%	96%	96%
this school works with them to support their child's learning (S2010)	96%	96%	96%
this school takes parents' opinions seriously (S2011)	96%	94%	96%
student behaviour is well managed at this school (S2012)	100%	96%	96%
this school looks for ways to improve (S2013)	100%	100%	98%
this school is well maintained (S2014)	100%	100%	95%

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

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	98%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	88%	88%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	96%	100%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	88%	91%	83%
their school takes staff opinions seriously (S2076)	90%	90%	85%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	86%	90%	88%

'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 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, support staff and a school tour.

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
- 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 every two years
- 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

The learning needs team assists classroom teachers to identify specific learning needs of individual children. Parents are encouraged to take an active role in understanding the classroom program for their child. This ensures they are well informed about how they can support their child's learning progress. Children requiring significant support have individual learning plans which are developed in consultation with the class teacher, parents, the Head of Personalised Learning and the Teaching and Learning Co-ordinators.

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. The school promotes ActiveSchool Travel – car pooling, walking, biking, scooting or using public transport to reduce traffic congestion and vehicle usage for travel to and from school.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	205,781	1,948
2013-2014	201,490	2,390
2014-2015	198,718	447

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

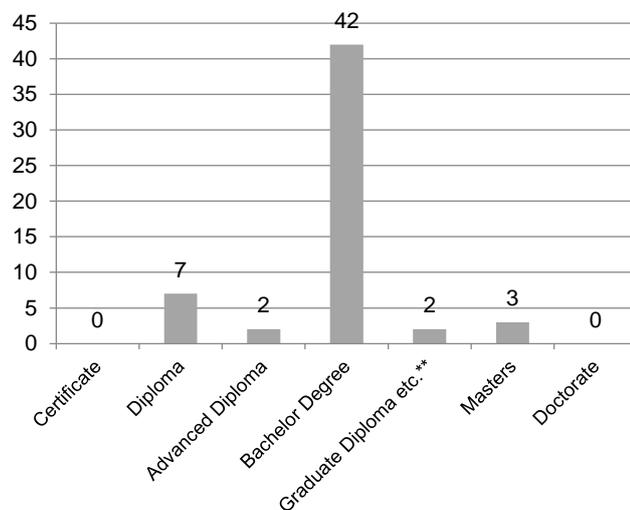
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	30	0
Full-time equivalents	46	19	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	2
Bachelor Degree	42
Graduate Diploma etc.**	2
Masters	3
Doctorate	0
Total	56



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$56,119.

The major professional development initiatives are as follows:

- Gradual Release of Responsibility Pedagogy
- Explicit Instruction – High Impact Teaching with Yvana Jones
- Explicit Instruction – Dr Anita Archer
- Philosophical Inquiry in the Classroom
- Close Reading of Complex Texts
- Text Dependent Questioning

- Watching Others Work
- Classroom Routines
- STEM- Digital Technologies
- Scratch - Programming for Students
- Growth Mindset – Carol Dweck
- Habits – Gretchen Rubin

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Sector:

Government

Non-government

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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

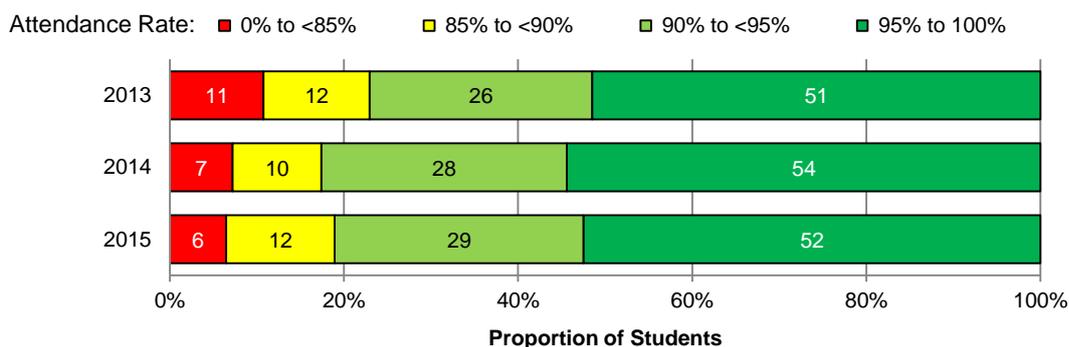
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	93%	94%	93%	93%	93%	92%					
2014	94%	94%	94%	95%	95%	94%	94%	94%					
2015	95%	94%	94%	94%	94%	92%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance 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 have been set at 95%. 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 and badge. "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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.