



# Tallebudgera State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

*Every student succeeding. State Schools Strategy 2016-2020*  
Department of Education and Training



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# School Overview

Tallebudgera State School is committed to delivering a high quality education to all students. Our motto is 'Strive for Excellence' and this underpins our whole school ethos and operation. Our experienced and committed staff team focusses on explicit teaching, high expectations and engaging learning activities. Our curriculum prioritises English, Maths and Science to ensure that students develop strong foundations for all learning areas. Students with particular gifts, talents, interests and needs are supported through a team approach across each year level. Building a consistent work ethic is important at Tallebudgera and we support students to develop positive and proactive classroom and playground behaviours. Our students' standard of behaviour and effort is outstanding. This is due to explicit teaching, caring relationships between staff and students and high levels of support from parents. Students know what excellence in learning looks like and teachers provide daily feedback to students about their learning and behaviour.

Tallebudgera has a positive school climate with high levels of community involvement in class programs and school life. Our parents are closely engaged in their child's learning and provide support at home for consolidation of classroom learning. As an Independent Public School we have parent, staff and community members represented on a school council which sets and monitors strategic directions and annual progress towards school goals.

Our curriculum is based on the Australian Curriculum and the Queensland Curriculum To Classroom frameworks. Literacy and numeracy are explicitly taught and students receive targeted teaching at their individual level. This means that we pretest students, group them according to what they need to learn next and move them to appropriate groups across or between year levels. This team teaching approach continues to deliver excellent rates of progress in student learning and builds students' confidence. Thinking skills are taught through engaging students in philosophical inquiry. Our learning activities involve the use of computer technology to engage students in investigations, practice and provide instruction and opportunities at individualised levels.

Our school has a particular strength in developing children's skills in performing arts. Public speaking is taught from prep onwards and we provide ongoing opportunities for children to build their confidence in front of an audience. We also hold an annual Speech Makers competition for Year 2 and upwards and Tallebudgera has a record of great success at our local schools championships. Our dance groups and junior and senior choirs provide entertainment at school and community events and successfully compete in the local eisteddfod. We have a school rock band open to all students from Year 2 upwards and we have a range of quality musical instruments and equipment. The band performs at local venues and event such as Cooly Rocks. Our instrumental music program takes students from Years 3-6 and includes brass, woodwind, percussion and stringed instruments. Sport, physical education and team challenges are highly valued at Tallebudgera. Specialist teachers implement the Physical Education program. Students participate in team sports at school and interschool sports in our Gala Days program.

## Principal's Forward

### Introduction

We are proud to present Tallebudgera State School's Annual Report for 2016. 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. We are proud of our excellent reputation for having quality partnerships with parents and the wider community

### School Progress towards its goals in 2016

#### **PRIORITY GOAL – Improved student outcomes in writing**

#### **Whole school implementation of explicit instruction and gradual release of responsibility in Writing.**

- Strong curriculum alignment focussing on critical core content in all year levels
- Pretesting and writing action plans implemented to address what students need to know next.

#### **Develop intellectual rigour and high expectations in the teaching of Writing.**

- All class teachers trained in the use of 7 Steps of Writing by a trained staff facilitator.
- Explicit use of tier 2 vocabulary and identifying tier 2 and 3 vocabulary in complex texts from Prep to Y6.
- Implementation of daily Rapid Recall Routines power-points in all classes to ensure all students achieve mastery of core content.
- Implementation of Direct Instruction (Spelling Mastery) Y1 to 5.

**Embed consistent Writing standards, moderation and feedback within year level Professional Learning Team processes.**

- Regular Year level data discussions about Writing
- Implementation of Writing Checkpoint Tasks every 3 weeks for year level moderation, explicit feedback to students and adjustments to class planning
- Explicit use of "A" level exemplars, criteria sheets and NAPLAN Writing Guide to support students to achieve A and B levels.

**Embed consistent Writing standards, moderation and feedback within year level Professional Learning Team processes.**

- Year level, School and Cluster moderation of student Writing.
- Implementation of Writing Checkpoint Tasks every 3 weeks for year level teams to moderate, adjust curriculum planning and give explicit feedback to students
- Explicit use of "A" level exemplars, A-C criteria sheets and NAPLAN Writing Guide to support students to achieve A and B levels.

**SECONDARY GOALS – Explore opportunities to integrate STEM**

**Develop and trial curriculum units which integrate digital technologies in other subject areas.**

- Provided opportunities for students to build computational, design and systems thinking through curriculum units.
- Wireless upgrade project completed to significantly improve connectivity across the school.
- Professional development provided on digital technology curriculum.
- Collaboration with eLearning Mentor, Curriculum team and Regional Coordinator to write and trial curriculum units aligned to ACARA.

**Explore innovative extra-curricular projects and activities focussing on STEM.**

- Implementation of ICT and STEM projects using parent and community support, eLearning Place Dream Team, 3D printing, BYOD, computer coding club, Coding Counts modules, maker space in library.
- Partnerships with businesses and the community to engage in STEM projects.

**SECONDARY GOALS – Build teaching practice in explicit instruction and gradual release of responsibility approach.**

**Refine the implementation of whole school coaching in explicit instruction with gradual release of responsibility strategies.**

- Whole school practices documented in TSS Pedagogical Framework and Core Practices.
- School coaching model implemented involving classroom observations of 6 critical elements of gradual release of responsibility approach, feedback and Watching Others Work.
- Explicit Instruction goals embedded in teachers' Developing Performance Plans

**Develop capacity to share practices with staff from across the cluster/region and operate as a demonstration school of teaching excellence.**

- Hosted staff and leaders from other schools to observe lessons,
- Production of video vignettes of effective teaching practices

**SECONDARY GOALS - Build School and Community Partnerships**

- Maintained "Bright Ideas Process" to provide structure to initiatives eg P&C Care Program initiative to support student well-being.
- Introduction of Tennis Excellence Program with local tennis club.
- School Infrastructure Plan developed to maximise the use of school facilities as valuable assets within the community.

**Future Outlook**

The school strategic plan for 2016-2019 is based on our school motto, "Strive for Excellence". Tallebudgera's School Vision includes Students, Staff and Community:

**STUDENTS - EXCELLENCE for LEARNING and PERSONAL DEVELOPMENT:** All students strive for Excellence and value Learning, Responsibility and Community.

**STAFF - EXCELLENCE in TEACHING and SUPPORT SERVICES:** The school is recognised as a centre of teaching excellence and leadership development.

**COMMUNITY - EXCELLENCE in supporting LEARNING and PRODUCTIVE RELATIONSHIPS:** Partnerships with the community involve active engagement and connection with people, projects and facilities that are mutually beneficial.

The school improvement priority for student learning outcomes in 2017 is Writing. This will be delivered through building teacher capacity in using effective practices such as explicit instruction, gradual release of responsibility, Tactical Teaching of Writing, The 7 Steps to Writing Success and the use of feedback to students. The successful trial of Rapid Recall Routines in 2016 provides a solid foundation to embed this strategy further in 2017.

In addition, the school will continue to explore opportunities to integrate STEM into the curriculum. The new digital technologies curriculum will be trailed in 2017 in all classrooms and unit plans refined.

To build staff expertise, our coaching model will continue with additional collegial coaching opportunities introduced. The production of video vignettes to illustrate teaching practices will continue. The school will host additional visiting teachers and visit other schools to observe effective practice.

The school will work in conjunction with the cluster schools to share effective teaching strategies in writing as well as leadership, management and accountability processes. As an Independent Public School, Tallebudgera will continue to collaborate with the IPS alliance schools to improve performance and to innovate. The IPS schools in the local cluster will introduce a teacher exchange program between primary and secondary schools. The cluster will create opportunities for aspiring leaders to work together on projects that benefit all our schools and students.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	754	358	396	37	97%
<b>2015*</b>	757	346	411	32	95%
<b>2016</b>	782	363	419	43	97%

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 2016, 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

### Overview

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 demand increasing steadily, an enrolment management plan has been in place since 2013. The majority of our families are in permanent local 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	23
Year 4 – Year 7	22	26	26
Year 8 – 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.

## 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.
- Our curriculum is differentiated so that children are working on content at precisely the right level of challenge. This is achieved through regular pretesting of content, targeted teaching groups and regular formative assessments. Teachers work closely in year level teams to provide targeted teaching in groups formed across the whole year level.
- Teachers provide information about curriculum content and teaching strategies for parents 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 questions are embedded in unit plans to develop higher order thinking skills.

### **Co-curricular 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 – Our Chaplain and teachers conduct an early morning running club with students who wish to keep fit and to train for school and district events such as Cross Country and athletics carnivals.

Active & Healthy School: Health and fitness are highly regarded at Tallebudgera and we are pleased be able to provide the choice of a number of after school activities including football, soccer, basketball 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, Wipe Out Waste, lunchtime activities, fundraising projects and supportin local charities.

Dance: Students are offered additional opportunities to learn modern dance before school with our performing arts teachers and outside facilitators. Participants are involved in performances at school events, assemblies and at the Gold Coast Eisteddfod.

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 join bands and ensembles and represent the school at Eisteddfods, Fanfare, Instrumental Music Concerts and Advanced Music Camps.

School Choirs: Our school choirs are coordinated by our music teacher. Dedicated students in the Junior and Senior Choirs attend weekly practices 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.

Guitar Lessons: Students are offered private tuition one afternoon or morning each week by a performance 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 authors 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 an exciting event in our school calendar with our staff 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. Desktop computers, tablets or laptops are situated in every classroom and in the school's resource centre. Children are taught 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. A BYOD program was successfully trailed in 2016. The new digital technologies curriculum was introduced into some year levels and the roll out is planned to continue for the next two years.

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. Class teachers maintain electronic and web based communication with parents and students with regard to homework assignments, messages and information eg excursions, parent interviews.

## **Social Climate**

### **Overview**

Tallebudgera State School is a coeducational school and was established in 1877. It has grown from a one-teacher school to 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 behavior standards 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. The Chaplain's woodwork program and lunchtime games groups provide valuable support for students.

**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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	93%	100%
this is a good school (S2035)	98%	95%	100%
their child likes being at this school* (S2001)	96%	95%	98%
their child feels safe at this school* (S2002)	98%	96%	100%
their child's learning needs are being met at this school* (S2003)	94%	95%	100%
their child is making good progress at this school* (S2004)	94%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%	98%
teachers at this school motivate their child to learn* (S2007)	96%	93%	100%
teachers at this school treat students fairly* (S2008)	96%	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	100%
this school works with them to support their child's learning* (S2010)	96%	96%	100%
this school takes parents' opinions seriously* (S2011)	94%	96%	96%
student behaviour is well managed at this school* (S2012)	96%	96%	100%
this school looks for ways to improve* (S2013)	100%	98%	100%
this school is well maintained* (S2014)	100%	95%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	100%	100%
they like being at their school* (S2036)	100%	100%	98%
they feel safe at their school* (S2037)	100%	100%	99%
their teachers motivate them to learn* (S2038)	100%	100%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	99%
teachers treat students fairly at their school* (S2041)	99%	98%	97%
they can talk to their teachers about their concerns* (S2042)	96%	96%	93%
their school takes students' opinions seriously* (S2043)	100%	99%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	99%	96%	94%
their school looks for ways to improve* (S2045)	100%	98%	98%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	99%	99%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	88%	88%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	95%	100%
student behaviour is well managed at their school (S2074)	100%	100%	98%
staff are well supported at their school (S2075)	91%	83%	93%
their school takes staff opinions seriously (S2076)	90%	85%	93%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	90%	88%	93%

\* 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 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 Teaching and Learning Co-ordinators.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Students learn about personal safety, identifying, responding to and reporting abuse and violence and developing skills to be about to resolve conflict peacefully. Programs include Safe with Emmy; Protective Behaviours; Life Education and Cybersafety.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	9	5
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	1	0
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.

## Environmental Footprint

### 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 Active School Travel – car pooling, walking, biking, scooting or using public transport to reduce traffic congestion and vehicle usage for travel to and from school. In 2016 we partnered with the Gold Coast City Council to develop a native tree plantation in the parkland adjacent to the school. Students and council workers planted a total of 1350 trees which will provide leaf food for the local wildlife sanctuaries.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	201,490	2,390
2014-2015	198,718	447
2015-2016	182,134	1,298

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.

## 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 <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 states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	57	34	0
Full-time Equivalent	46	21	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	45
Diploma	5
Certificate	0

\*Teaching staff includes School Leaders

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*\*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 2016 were \$69,254.

The major professional development initiatives are as follows:

- Gradual release of responsibility model of teaching
- Explicit Instruction – Dr Anita Archer
- Tactical Teaching of Writing
- The 7 Steps to Writing Success
- Collegial coaching training and teacher release time
- Releasing teachers for Watching Others Work lesson observations and feedback
- Digital technologies curriculum trail
- Aspiring leaders program
- Mentoring beginning teachers

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

## STUDENT ATTENDANCE 2016

Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	93%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

### AVERAGE STUDENT ATTENDANCE RATE\* (%) FOR EACH YEAR LEVEL

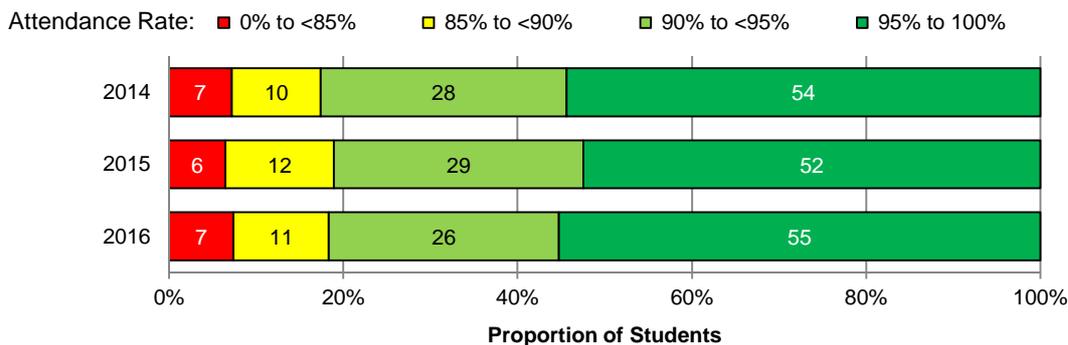
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	95%	95%	94%	94%	94%					
2015	95%	94%	94%	94%	94%	92%	93%						
2016	95%	94%	95%	94%	95%	94%	93%						

\*Attendance rates effectively count 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.

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. Text messages are sent to parents daily when their child is absent. 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.

## NAPLAN

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

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Sector:

Government

Non-government

Where it states '**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.



