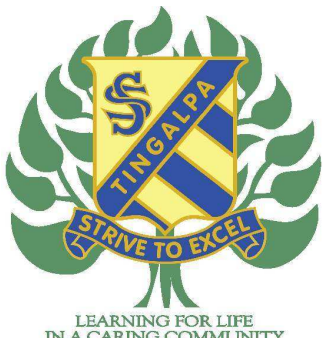


# QUEENSLAND STATE SCHOOL REPORTING - 2009

## Tingalpa State School (0127)

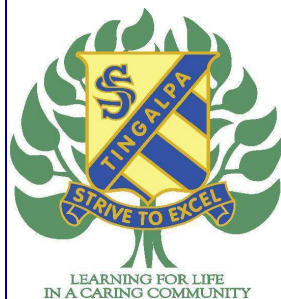
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	Contact Person	Mr Ken Peacock (Principal)

### Principal's foreword

#### Introduction

The purpose of the school annual report is to provide parents and community members with information required by the Queensland Government and the Australian Government for all state and non-state schools. It provides an overview of the highlights of the 2009 school year at Tingalpa State School.

Tingalpa State School is a small to medium sized primary school situated 12 kilometres east of the Brisbane CBD and is a member of **WMsea** (Wynnum Manly State Education Alliance) which includes the Moreton Bay Environmental Education Centre and all state primary, secondary and special schools in the Brisbane Bayside area.



Our "**Strive to Excel**" and "**Learning for life in a Caring Community**" mottos and symbols create a vision and purpose where every Tingalpa State School student can learn and achieve everyday. Our mottos mean that we want...

...students to achieve or exceed learning expectations. **(STRIVE TO EXCEL)**

...teaching staff (with parents/carers and students) to set high expectations and help each student achieve daily through quality curriculum planning, teaching, assessment and reporting that fosters life long learning. **(LEARNING FOR LIFE)**

...all staff, students, parents/carers and community members CARE and contribute to high standards of behaviour, resources and facilities. **(IN A CARING COMMUNITY)**

#### School progress towards its goals in 2009

\* Tingalpa State School has been an active member in the development of **WMsea** (Wynnum Manly State Education Alliance). Several schools within the alliance (including Tingalpa) underwent transformation during the building/refurbishment phase of the State Schools of Tomorrow project whilst other schools continued planning for amalgamation and restructure.

\* A Triennial School Review 2007 - 2009 and School Strategic Plan 2010 - 2012 was completed during the year highlighting the future priorities for Tingalpa SS. In particular raising literacy and numeracy learning achievement expectations. The percentage of students performing at or below national average in Yr 3,5,7 NAPLAN results for 2009 improved in all areas except year 5 spelling and year 7 numeracy.

\* Maintaining a positive learning environment (our caring community) and supporting staff whilst the State Schools of Tomorrow (SSOT) building work took place was very challenging as building sites were interwoven with working and learning areas. Many moves and interruptions took place throughout the year. In particular maintaining information & communication technology in best working order whilst SSOT building work took place was at times impossible due to the removal and upgrading of network infrastructure. This hampered teachers ability to collectively achieve "A" level in information & communication technology based around staff access and support in integrating ICT within the curriculum.

### Future outlook

The School Strategic Plan 2010-2012 and 2010 Short Term Operational plan future priorities for Tingalpa SS are –

- \* A culture of high expectations in all key student learning areas (**specifically literacy and numeracy achievement**)
- \* Explicit curriculum planning, teaching, assessment and reporting practices that help individual students to achieve learning expectations
- \* High standards of behaviour and uniform, facilities and resources that reflect Tingalpa's high learning expectations
- \* Open communication that supports student learning and provides the community with a clear understanding of Tingalpa's priorities
- \* Links with community, businesses and WMsea (Wynnum Manly State Education Alliance) schools that support student achievement
- \* Optimistic staff who set high learning expectations for individual students and deliver supportive and challenging learning programs
- \* Involved staff who make collective decisions and support each other within a framework of professional standards

## Our school at a glance

### School Profile

Tingalpa State School is **coeducational** and the year levels offered are **prep to year 7**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
332	168	164	88%

Characteristics of the student body:

Tingalpa's enrolments 2009 February = 312, 2009 August = 333

The Tingalpa area is a mobile community with increasing numbers of families moving in and out of the area. This means that enrolments numbers fluctuate. Whilst the student enrolment population dropped in 2008 and the start of 2009 saw numbers very low they increased back to a more consistent level by the end of first term This continued to the end of the year but then dropped again leading into 2010.

Student Family Backgrounds Seventeen Tingalpa State School students identify as being Aboriginal and/or Torres Strait Islander. There are also students at Tingalpa School who have family backgrounds/cultures from at least 20 different countries and 41 students speak a different language at home. 16.5% of students have single parent families.

Tingalpa is seen as having its own specific community and the school is one of the focal parts of this. Community groups are most welcome at Tingalpa State School. The Outside School Hours Care (OSHC) facility is a one reason why some families choose to send their children to Tingalpa. Its ongoing presence assures working and/or one parent families that their children will be cared for from 6:30am – 6:00pm year round if required.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	24	100%	50%	50%	0%
Year 4 – Year 10	26	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	25	100%	77%	23%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	10
Long Suspensions - 6 to 20 days	<5
Exclusions	0
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

**Our Distinctive Curriculum Offerings** include all key learning areas with German the language other than English taught in year 6 and 7.

The school is developing a culture of high expectations in all key student learning areas but specifically in literacy and numeracy achievement. Focus has been placed on explicit curriculum planning, teaching, assessment and reporting practices that help individual students to achieve learning expectations.

Individualised programs are developed with support staff for English as a Second Language students, refugees, students with learning difficulties, students with disabilities and students in the care of the state.

Tingalpa State School has a very strong sporting program and an increasing focus on performing arts. The school also has environmental and educational links with Bulimba Creek Catchment Coordinating Committee 'B4C' and Moreton Bay Environmental Education Centre "MBEEC". This community and educational support is assisting to create environmentally sustainable practices in the school. This along with embedding Aboriginal and Torres Strait Islander perspectives within the curriculum is a growing distinction of Tingalpa State School's curriculum.

Every classroom from year 1 -7 has an interactive whiteboard. This is assisting with the integration of ICTs across the curriculum and complements work the students undertake in the computer laboratory and resource centre.

**Extra curricula activities** cater for the diversity of students in the school. These include:

\*Sport - soccer, rugby league, touch football, netball, AFL, softball, swimming, cross country and athletics.

\*Performing Arts – dance, choir, instrumental music band and ensembles.

\*Academic- Resource Centre, Computer Lab, Maths Masters, ICAS competitions.

\*Camp for students in Years 6 and 7 at country and seaside settings.

\*Environmental and volunteering - Environment club and project work with B4C and MBEEC, weed busting, tuckshop

\*Pastoral Care and students leadership– Supa Club, student captains council, school chaplain.

There are many opportunities for students to develop leadership skills and to participate in decision-making in the school such as the School Captains, Media Captains, Sports Captains, Environmental Captains, Performing Arts Captains and Student Councillors. Leadership pathways for students in years 6 and below are created through participation in the various extra curricula activities teams and clubs.

**Information and Communication Technologies** are used to assist learning. Tingalpa State School has the ICT facilities available for computers to be used in individual, small group and whole class situations. Up to four computers are housed in each classroom along with a suite of 30 computers in a computer lab. Computers are used in conjunction with interactive white boards that are in all year 1-7 classrooms.

Interactive whiteboards in each classroom have allowed for much greater whole class and group interaction using ICTs. Teachers and students together are quickly learning how to best utilise them and the various web based learning objects and programs that provide students with the real life and life like learning opportunities.

Computers are used to keep accurate assessment records and create reporting data for school, system and parent use.

## Our school at a glance

### Social climate

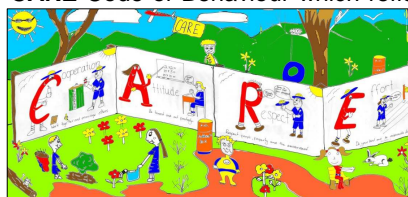
Every member of Tingalpa State School is encouraged to use the **CARE** Code of Behaviour which reflects the values, beliefs and involvement of the wider Tingalpa community.

**Cooperation**– Work together and encourage others

**Attitude**– Be honest and act positively

**Respect**– People, property and the environment

**Effort**– Do your best and be responsible for your actions



Tingalpa State School employs a school chaplain. The chaplain works 2 days per week in the school and her main role is to be a support to the students, families and staff of the school. Through the chaplain the school also has volunteer “Kids Hope” mentors to work with individual students who, for various reasons, require extra assistance.

Parents and students are supportive of our Code of School Behaviour. 83.8% of parents are satisfied that their child is happy to go to our school. This is reinforced with 80.6% of parents being satisfied that their child is safe at school and 80.7% of surveyed parents satisfied that Tingalpa State School is a good school. 82.8% of students surveyed indicated that they are happy to come to Tingalpa State School and 70.4% are satisfied that they are treated fairly. 83.9% of students surveyed indicated that they are satisfied that Tingalpa State School is a good school.

### Parent, student and teacher satisfaction with the school

2009 was a very disruptive year as the school was also a building site. Whilst parents, students and staff could see that the finished school would be very special indeed they also recognised that working and learning in and amongst such noise, vibration, distraction and dislocation would have an effect in the short term. Surveyed parents in particular felt that their children were not being allowed to access as good an education as they would have expected whilst the school was undergoing such an extensive building and refurbishment program.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	65%
Percentage of students satisfied that they are getting a good education at school	81%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	85%

### Involving parents in their child's education.

Parents are encouraged to be regular visitors, volunteers and valued contributors to their child's education. Tingalpa State School realizes that only a proportion of parents can visit the school during school hours and therefore we endeavour to communicate with and involve parents in a variety of ways. Term class and weekly school newsletters are distributed both in hard copy format as well as online via the school's website.

The parent representative scheme provides all classes with extra help and act as a point of contact between home and school for those parents who feel more comfortable speaking to a fellow parent than coming to speak to the teacher or administration. Our parent representatives meet as a group each term to discuss issues and school priorities with administration and to give valuable feedback from their dealings with other parents.

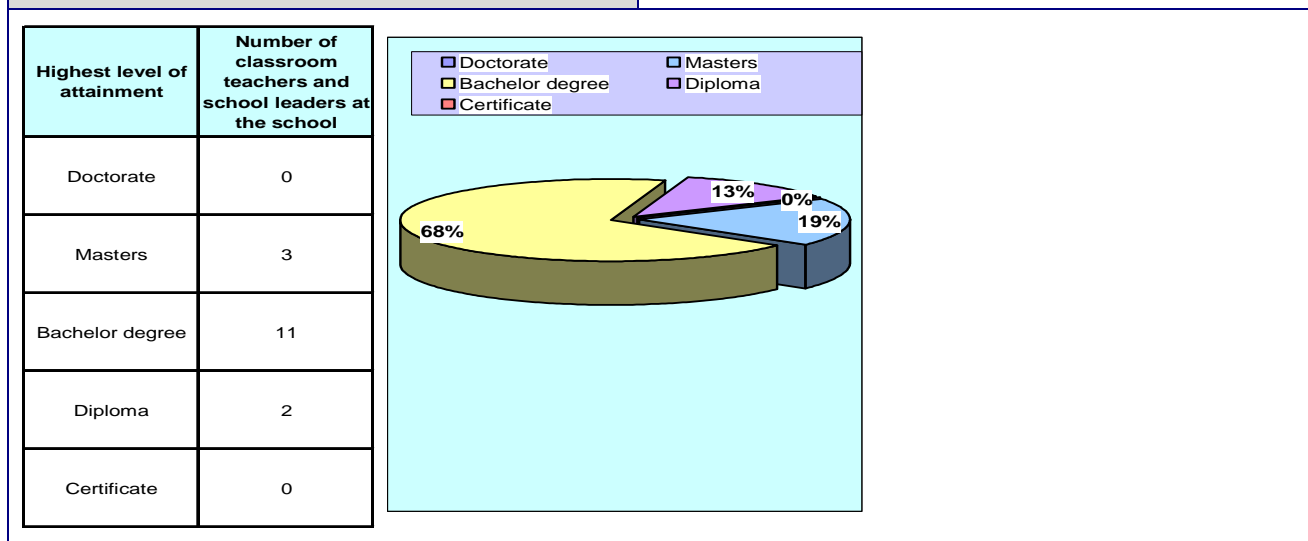
The P&C association is an important group in which parents can be involved in school decision making processes. The principal reports to this group on a monthly basis. The P&C works collaboratively with the staff and at the school to raise funds to support school curriculum programs and initiatives. Outside School Hours Care is conducted by the Carindale Police Citizens Youth Club. It provides a valuable service for working families.

## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	27	13	0
Full-time equivalents	23	8	0

### Qualifications of all teachers.



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$13 403 .

The major professional development initiatives are as follows:

- Curriculum planning and assessment in English
- Literacy skills via literacy coach
- Strategic planning via the Triennial School Review
- Information and Communication Technology (interactive white board training)

The involvement of the teaching staff in professional development activities during 2009 was 92.5%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2009.

### Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 96% of staff were retained by the school for the entire 2009 school year.

# Performance of our students

## Key student outcomes

### Attendance

#### Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 94%.

#### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	92%	93%	94%	94%	94%	94%

#### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice each day at Tingalpa State School. Once at the start of the day and again after lunch. Parents are able to inform the school of student absence via phone, email or note. Rolls are sent to administration at the end of each week and roll data is entered into the school's computer system. Student absenteeism is discussed at regular administration meetings using the entered data as reference. It can also be brought to the attention of administration by teachers. Families of students with unexplained absenteeism are contacted to ensure a swift resolution to any unexplained absenteeism. If this is not possible then a process of formal letters are mailed to the parents in accordance with DET Managing Student Absences policies.

### Achievement – Years 3, 5, 7, and 9

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.

Domain	Measures	Yr 3	Yr 5	Yr 7	
Reading	Average score for the school in 2009	388	481	525	
	Average score for Australia in 2009	410.8	493.9	541.1	
	For the school the percentage of students at or above the national minimum standard.	2008	83%	70%	94%
		2009	91%	95%	98%
	For the school the percentage of students in the upper two bands	2008	17%	19%	15%
		2009	37%	26%	12%
Writing	Average score for the school in 2009	405	447	540	
	Average score for Australia in 2009	414.5	484.7	532.4	
	For the school the percentage of students at or above the national minimum standard.	2008	92%	81%	85%
		2009	89%	82%	96%
	For the school the percentage of students in the upper two bands	2008	21%	6%	15%
		2009	37%	13%	30%

## Performance of our students

### Key student outcomes

Spelling	Average score for the school in 2009		387	446	545
	Average score for Australia in 2009		404.8	487.2	540.0
	For the school the percentage of students at or above the national minimum standard.	2008	88%	92%	90%
		2009	97%	87%	98%
	For the school the percentage of students in the upper two bands	2008	19%	17%	29%
2009		26%	8%	30%	
Grammar and Punctuation	Average score for the school in 2009		392	475	537
	Average score for Australia in 2009		419.7	499.7	539.5
	For the school the percentage of students at or above the national minimum standard.	2008	83%	86%	94%
		2009	91%	89%	96%
	For the school the percentage of students in the upper two bands	2008	10%	11%	18%
2009		34%	29%	23%	
Numeracy	Average score for the school in 2009		339	468	534
	Average score for Australia in 2009		393.9	486.8	543.6
	For the school the percentage of students at or above the national minimum standard.	2008	77%	92%	100%
		2009	80%	95%	96%
	For the school the percentage of students in the upper two bands	2008	8%	8%	22%
2009		14%	22%	23%	