



Tully State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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# From the Principal

## Introduction:

*This School Annual Report provides a concise picture of Tully State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN and an overview of school community satisfaction using data from school opinion surveys. Our School is committed to continuous improvement and strives to provide high quality learning and teaching programs delivered in a supportive environment.*

## School overview

*Tully State School has reliably served the rural town of Tully since 1926. We cater for Prep to Year 6 aged children.*

*Our Pre Pre Transition Program offers a seamless transition into prep.*

*Our mission is to provide students with skills and knowledge needed to ensure quality future choices, solid literacy, numeracy, and personal skills required for participation and contribution to society. We aim to use effective teaching strategies and pedagogies which will develop the 'whole child' and provide them with lifelong learning skills and to be an educational hub for members of the school and local community.*

*Our values include respect for self, others and the environment, commitment to student well-being, high expectations and excellence, professionalism, inclusive practices and parent/community involvement. We are a Positive Behaviour for Learning school. Our Stay on Track motto supports all members to Be Safe, Be Respectful and Be a Learner.*



*Specialist programs offered include learning support, special education and student-welfare programs, guidance services and engagement of outside support agencies.*

*Our curriculum has a strong focus on literacy and numeracy and emphasis on integration of ICTs.*

*A range of sporting and cultural extra-curricular activities is also integral to Tully State School.*



***Tully State School's purpose is to provide a high quality education service for the whole school community that ensures that every student achieves academic, physical, emotional and social growth.***

## School progress towards its goals in 2018

### Progress - 2018 Explicit Improvement Agenda – (Narrow and Sharp Focus)

Key : ✓ embedded; / partially completed; - negligible start

| Area  | Key Strategies   | Progress   |
|---|--|--|
| a. Literacy Blocks – improved reading and writing | a. Consistency in approach and pedagogy - elements and routines<br>b. Consolidations – Spelling, Daily writing, Vocabulary, Reading<br>c. Resource development<br>d. Implement AC – HASS and Digital Tecnollofy  | ✓<br>✓<br>✓  |
| B. Curriculum                                     | a. Planning – year level units developed<br>b. Resources ready to take and tweak   | ✓<br>/   |
| C. Teaching Excellence                            | a. Implementation of elements of literacy blocks<br>i. Consolidation<br>ii. Teaching of reading<br>iii. Daily writing<br>iv. Spelling Vocabulary<br>b. Age Appropriate Pedagogies – stage 2<br>i. Identify where already embedded in units<br>ii. Trial in EC classes – Literacy and Numeracy consolidation rotations<br>Collaborative approaches – Team Leader/Member; Coaching and support strategies<br>d. Project Teams<br>e. Teaching teams<br>f. Profiling and coaching<br>g. WPR<br>h. Develop Professional Development Plan<br>i. Revise Teacher SRD | ✓<br>✓<br>/<br>✓<br>✓<br>/<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>✓<br>- |
| D. Leader Capability                              | a. Develop Teacher Capability System<br>b. Develop SEARS system<br>c. Review current Systems<br>d. Redesign Pedagogical Framework  | /<br>✓<br>/ongoing<br>/ongoing   |
| E. Community Engagement                           | a. Cultural<br>b. Physical<br>c. Academic  | ✓<br>/<br>/  |

Significant progress with in the Implementation of the consistent approaches – Literacy Block.

Significant progress in developing Expert Teaching Teams where increasing Teacher capability is at the fore. Establishment of teams to lead major work in schools has resulted in teacher consistency in pedagogy and high quality resources and strategies being implemented.

Work in the development of SAERs system has resulted in clarity or work and has resulted in improved behaviour, attendance and student outcomes.

### Future outlook

| Targets                            |  |
|------------------------------------|--|
| Attendance                         | 94%  |
| A-E                                | 75+% students attaining C or above in English Mathematics and HASS |
| SDAs and Major Behaviour Incidents | 50% less   |
| SOPs                               | 90% Parent Teacher and Student satisfied or very satisfied         |

| Area             | Key Strategies  | Target/Success Indicators   |
|------------------|---|---|
| Student Services | PB4L <ul style="list-style-type: none"> <li>• Implement Universals – Rock and Water and Zones of Regulation</li> <li>• Maintain Rigour of PB4L</li> <li>• Parent Information Sessions</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> 94% attendance</li> <li><input type="checkbox"/> 50% less SDAs</li> <li><input type="checkbox"/> 50% less major incidents</li> <li><input type="checkbox"/> 100% staff trained</li> <li><input type="checkbox"/> School Satisfaction Survey 90% students, staff and parents satisfied with school management of behaviour</li> </ul>  |
|                  | SAER System <ul style="list-style-type: none"> <li>• Refine and document Systems for each of the Domains – Learning/ SEP/ Behaviour/ Social Emotional</li> <li>• Refine identification of students – data to inform plans</li> <li>• Student support and monitoring captured on oneschool</li> <li>• Refine and maintain whole school spreadsheet to monitor students across the domains</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Spreadsheet maintained and current</li> <li><input type="checkbox"/> SAER system documented</li> <li><input type="checkbox"/> Student identification and support monitored and captured on oneschool</li> </ul>   |
|                  | Reading <ul style="list-style-type: none"> <li>• Build teacher capability               <ul style="list-style-type: none"> <li>○ ‘Collaborative Reading’ strategy as an element of TSS Whole School Approach</li> <li>○ Identifying and planning for Reading demands in LA – HASS</li> <li>○ Use of Literacy Continuum to monitor student progress</li> <li>○ Analysis of student data to inform teaching</li> <li>○ Essential elements (and different focus required) for P-2 and 3-6</li> </ul> </li> <li>• Revise and document Whole School Reading Approach identifying the relevant and essential components of P-2 and 3-6 areas</li> <li>• Participate in the “leading the teaching of reading” Series from the Reading Centre</li> <li>• Action Research – 5/6 Reading</li> </ul> Review effectiveness of current P-2 | <ul style="list-style-type: none"> <li><input type="checkbox"/> teacher implementing the teaching strategies aligned to the TSS Approach to Teaching of Reading</li> <li><input type="checkbox"/> TSS Approach to the Teaching of Reading documented on Pedagogical Framework</li> <li><input type="checkbox"/> 100% of Class teachers coached and mentored in the Teaching of Reading</li> <li><input type="checkbox"/> Teachers involved in the Reading Centre Lead the teaching of Reading series completed program</li> <li><input type="checkbox"/> Report provided by 5/6 teachers on use of reading strategies as per TSS Approach to the Teaching of Reading</li> </ul> |
|                  | Mathematics <ul style="list-style-type: none"> <li>• Mathematics Consolidations               <ul style="list-style-type: none"> <li>○ Identifying Essential Elements of Maths Consolidations Number/ Mental Facts/ Algorithms /Revision</li> <li>○ Build teacher capability in pedagogy and content knowledge to enable implementation of Maths Consolidations</li> </ul> </li> </ul> Review of Whole School Mathematics Approach  | <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of teachers implementing the Mathematics Consolidations as per TSS maths Consolidation Approach</li> <li><input type="checkbox"/> 100% of Class teachers coached and mentored in Mathematics consolidations</li> <li><input type="checkbox"/> Resources available and documented on Ped Framework</li> </ul>   |
|                  | Daily Writing <ul style="list-style-type: none"> <li>• Maintain focus               <ul style="list-style-type: none"> <li>○ Literacy Continuum – Aspects of Writing – Stage 1- identifying what Daily Writing covers</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of Class Teachers using Literacy Framework to monitor student</li> </ul>   |

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 271  | 274  | 247  |
| Girls                              | 120  | 117  | 107  |
| Boys                               | 151  | 157  | 140  |
| Indigenous                         | 82   | 86   | 74   |
| Enrolment continuity (Feb. – Nov.) | 93%  | 90%  | 87%  |

Notes:

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

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

## Characteristics of the student body

### Overview

Students at Tully State School come from the township of Tully and its immediate surrounds. The Towns major industries are sugar and banana production. We have a multicultural body of students with 29% Aboriginal and Torres Strait Islander and a growing percentage of children from Pacific Islands and India.

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 25   | 21   | 19   |
| Year 4 – Year 6    | 25   | 24   | 25   |
| Year 7 – Year 10   |      |      |      |
| Year 11 – Year 12  |      |      |      |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Tully State School implements a detailed curriculum plan using the Australian Curriculum and C2C units.

There is a clear schedule for each component of the teaching and learning cycle. Targets and benchmarks are aspirational.

1. Whole School Curriculum plan inform the teaching and learning within the Learning Areas
2. Literacy / Numeracy Improvement
  - Whole School Approach to Literacy Block
    - Consistent pedagogy
    - Consolidations
    - Aligned to curriculum
    - Skills development – Reading/Writing/spelling
  - Whole School Reading Program includes
    - Prescriptive Reading lesson across school
    - Direct Teaching of Reading Programs for at risk students
    - Differentiated programs for high needs students
    - High expectations for all students – rigorous efforts to reach Regional benchmarks
  - EMs and JEMs – Direct instruction programs to develop mathematical skills. These are use school wide
3. Transition – School Readiness Program
  - School Readiness programs – for Pre PREP year to develop learning behaviours and early literacy and numeracy skills
4. Instrumental Music
  - For interested students our school runs a very successful instrumental music program which involves student becoming members of the school orchestra and or school rock band.
5. Special Needs
  - Our school manages the support for students with special needs for the cluster.
  - At a school level we have high quality special needs programs that compliment class programs and are responsive to the specific needs of the student.
  - Most students participate 100% in their classroom. Differentiated programs are designed and implemented with the support of skilled teachers.
  - Alternate programs are developed and implemented in response to the needs of the student. High levels of professional collaboration occurs at planning, implementation and, reporting stages

### Co-curricular activities

#### Sports

- Many Sporting opportunities are supported through our school. Such sports include football, netball, touch football, and softball. Staff members are enthusiastic about training and coaching our sporting teams. We have had many successful players reaching regional and state levels.

#### Homework Club

- Homework class – once per week. Facilitate by indigenous volunteers to ensure reading practice and homework is completed

#### Buna Council

- This is an indigenous student leadership strategy. Students are responsible for advocacy of Indigenous perspectives, celebrations and achievements.
- The Buna council have established an indigenous dance group.

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

- *ICT is embedded throughout the units of work to enhance student engagement and improve teaching. This has resulted in high quality programs which allow students to develop and maintain their ICT skills.*
- *Computers are used in all year levels to assist and enhance learning and teaching across all key learning areas.*
- *Students have access to 2 computer labs. Each classroom has access to 2 computers. All classrooms have interactive white boards and a dedicated laptop.*
- *ICT are used extensively by teachers – planning, teaching and learning, monitoring progress, reporting. Teachers use oneschool for a range of purposes – planning, data collection and analysis, behaviour reports, use of dashboard and assessment reports.*
- *Professional development is accessed through ICT by all staff members.*
- *Digital Technologies is explicitly taught as per the Australian Curriculum.*

## Social climate

### Overview

#### **Positive Behaviour for Learning:**

*Our school prides itself in the warm and caring environment we have created here. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates. Our behaviour program focuses on three general areas:*

- *Promotion and support of positive student behaviours*
- *Explicit teaching of social skills*
- *Management of inappropriate behaviours*

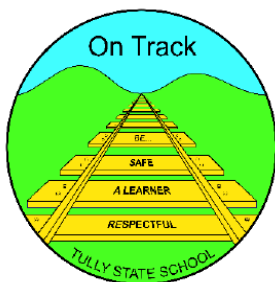
*Classes implement explicit lessons on behavioural expectations. Our students aspire to be “GOLD” level students. Acknowledgment of those students who consistently choose to behave appropriately is a key component. Student self-reflection and shared regular feedback, through the use of class meetings, provide students with a self-monitoring system.*

*Tully State School also has a Chaplin 2 days per week. “Chappy” works closely with Student Support Team personnel to develop strategies to support students’ positive development.*

*At Tully State School we believe that students can be successful learners and behave appropriately in an environment characterised by clear expectations, with guidelines established regarding safety, respect and responsibility.*

*We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximizing the success of academic education programs.*

*Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. (For more information refer to Our Responsible Behaviour Plan on our website.)*



- *Be Respectful*
- *Be Safe*
- *Be a Learner*

*The positive climate in our school is the result of a consistent and explicit whole school approach to responsible behaviour.*

#### **Cultural Advocacy**

*Another positive aspect of our school climate is the support personnel we have for our indigenous students. Student and family welfare is enhanced through these roles and programs.*



## SAERS

The SAER System is primarily administered through the Student Support Team. The team is structured with representatives responsible for Learning, Social Emotional Wellbeing, SEP Students, Speech Language, and Behaviour. Within these domains, referred and identified students receive levels of adjustment according to a Tier System which draws heavily on the whole school approach. Tier 1 for universal or differentiated teaching, Tier 2 for focused and small group adjustments and Tier 3 for intensive and/or individual adjustments.

## Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)  | 90%  | 100% | 94%  |
| • this is a good school (S2035)  | 90%  | 100% | 84%  |
| • their child likes being at this school* (S2001)  | 100% | 100% | 84%  |
| • their child feels safe at this school* (S2002)   | 90%  | 100% | 84%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 81%  | 82%  | 87%  |
| • their child is making good progress at this school* (S2004)  | 86%  | 82%  | 84%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 97%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 81%  | 82%  | 93%  |
| • teachers at this school motivate their child to learn* (S2007)   | 90%  | 91%  | 94%  |
| • teachers at this school treat students fairly* (S2008)   | 81%  | 82%  | 74%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 90%  | 100% | 97%  |
| • this school works with them to support their child's learning* (S2010)                                 | 85%  | 100% | 90%  |
| • this school takes parents' opinions seriously* (S2011)   | 89%  | 100% | 83%  |
| • student behaviour is well managed at this school* (S2012)  | 81%  | 91%  | 65%  |
| • this school looks for ways to improve* (S2013)   | 86%  | 100% | 83%  |
| • this school is well maintained* (S2014)  | 100% | 100% | 97%  |

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree <sup>#</sup> that:                                 | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 92%  | 97%  | 96%  |
| • they like being at their school* (S2036)  | 94%  | 88%  | 95%  |
| • they feel safe at their school* (S2037)   | 93%  | 92%  | 87%  |
| • their teachers motivate them to learn* (S2038)                                    | 90%  | 98%  | 96%  |
| • their teachers expect them to do their best* (S2039)                              | 96%  | 99%  | 97%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 93%  | 94%  | 97%  |
| • teachers treat students fairly at their school* (S2041)                           | 90%  | 95%  | 83%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 87%  | 91%  | 89%  |

| Percentage of students who agree <sup>#</sup> that:                       | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their school takes students' opinions seriously* (S2043)                | 78%  | 85%  | 90%  |
| • student behaviour is well managed at their school* (S2044)              | 74%  | 88%  | 79%  |
| • their school looks for ways to improve* (S2045)                         | 94%  | 99%  | 93%  |
| • their school is well maintained* (S2046)                                | 96%  | 97%  | 97%  |
| • their school gives them opportunities to do interesting things* (S2047) | 94%  | 94%  | 95%  |

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree <sup>#</sup> that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 93%  | 97%  | 93%  |
| • they feel that their school is a safe place in which to work (S2070)   | 93%  | 100% | 98%  |
| • they receive useful feedback about their work at their school (S2071)  | 93%  | 90%  | 90%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 94%  | 89%  |
| • students are encouraged to do their best at their school (S2072)   | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073)  | 96%  | 100% | 88%  |
| • student behaviour is well managed at their school (S2074)  | 100% | 90%  | 78%  |
| • staff are well supported at their school (S2075)   | 85%  | 94%  | 90%  |
| • their school takes staff opinions seriously (S2076)  | 79%  | 90%  | 87%  |
| • their school looks for ways to improve (S2077)   | 92%  | 97%  | 95%  |
| • their school is well maintained (S2078)  | 100% | 100% | 100% |
| • their school gives them opportunities to do interesting things (S2079)   | 93%  | 100% | 90%  |

\* 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

Parents are encouraged to participate in their child's education through:

- Multicultural activities
- Data cards home twice per term
- Parent/teacher interviews
- Early childhood strategies – support materials sent home
- Involvement in class programs.
- School Information sessions – teacher parent info sessions/PD sessions/whole school program sessions
- Art and Technology activities
- Tuckshop volunteer
- Volunteering to assist at Sports Day, School Camps and Excursions
- Share their expertise for special occasions/class activities
- Parents and Citizen's Association and the associated activities
- Involvement in Strategic Planning – Internal School Review, Discipline and Teaching and Learning Audits
- P&C meeting and activities
- ICP and ISP meetings

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our Positive Behaviour for Learning Program explicitly teaches appropriate responses for bullying and social skilling. Explicit behaviour lessons are taught by classroom teachers, individual support and monitoring is also a structured component of this Responsible Behaviour Program currently running on the school.

## School disciplinary absences

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

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 9    | 35   | 35   |
| Long suspensions – 11 to 20 days    | 0    | 0    | 0    |
| Exclusions                          | 0    | 0    | 0    |
| Cancellations of enrolment          | 0    | 0    | 0    |

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 85,210    | 135,987   | 161,364   |
| Water (kL)        | 566       |           |           |

Note:

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

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

## School funding

### School income broken down by funding source

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

#### How to access our income details

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

|                                 |                |       |
|---------------------------------|----------------|-------|
| Find a school                   | Search website |       |
| Search by school name or suburb | Go             |       |
| School sector                   | School type    | State |

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

[View School Profile](#)

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 24              | 26                 | 5                  |
| Full-time equivalents | 22              | 16                 | <5                 |

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

| Highest level of qualification | Number of qualifications | *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
|--------------------------------|--------------------------|--|
| Doctorate                      |                          |  |
| Masters                        | 1                        |  |
| Graduate Diploma etc.*         | 5                        |  |
| Bachelor degree                | 16                       |  |
| Diploma                        | 2                        |  |
| Certificate                    |                          |  |

### Professional development

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

The total funds expended on teacher professional development in 2018 were \$8859

The major professional development initiatives are as follows:

- Introduction and implementation of HASS
- Building leadership capability with in teaching staff

- Building capability in PB4L and other universal strategies
- Unpacking the Australian curriculum
- Expert teacher teams
- Essential Skills Classroom Management

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 97%  | 96%  |

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

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

96%

## Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 93%  | 92%  | 92%  |
| Attendance rate for Indigenous** students at this school | 91%  | 89%  | 91%  |

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

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

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

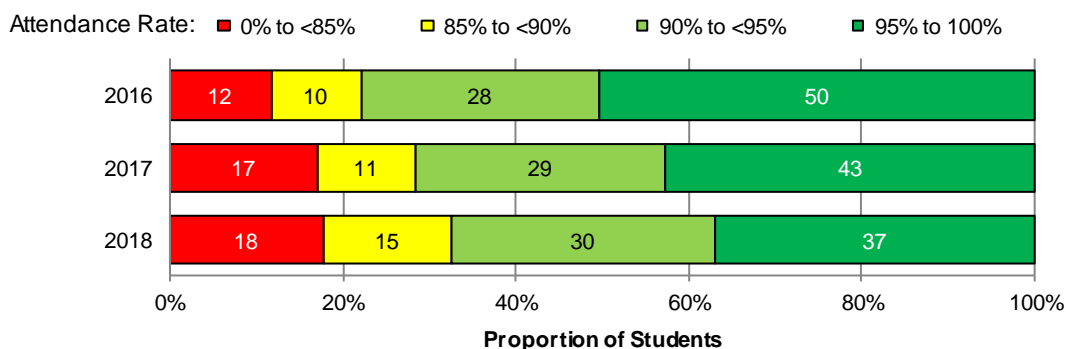
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep       | 92%  | 90%  | 93%  |
| Year 1     | 92%  | 92%  | 93%  |
| Year 2     | 94%  | 90%  | 91%  |
| Year 3     | 92%  | 93%  | 91%  |
| Year 4     | 93%  | 92%  | 92%  |
| Year 5     | 94%  | 91%  | 90%  |
| Year 6     | 94%  | 92%  | 92%  |

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

*Tully State School expects every child to be at school every day unless there is a reasonable excuse. Illness, medical and dental appointments are valid reasons for absenteeism. Birthdays, play dates and shopping trips are examples of reasons not considered valid.*

*Tully State School's attendance policy aims to ensure maximum learning outcomes for every child. Research identified very clear links between attendance and success and achievement at school.*

*It is important that students, staff and parents/carers have a shared understanding of the importance of attending school.*

*Tully State School*

- *is committed to promoting the key messages of Every Day Counts*
- *believes all children should be enrolled at school and attend school all day, every school day*
- *monitors, communicates and implements strategies to improve regular school attendance*
- *believes truanting can place a student in unsafe situations and impact on their future employability and life choices*
- *believes attendance at school is the responsibility of everyone in the community*

At Tully State School we promote 100% attendance by:

- Providing rich, engaging learning experiences for every child
- Supporting every child to Raise the Bar
- Working in partnership with parents and carers to ensure regular attendance
- Is When a student is absent without explanation for 3 days or the school identifies unexplained or unsatisfactory absences or patterns of absences without reasonable excuses or where a student's attendance is reasonably considered unsatisfactory by the principal, Tully State School will take the following actions:
  - Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply. Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school. If unable to contact parent/carer by phone a letter is sent home.
  - School offers support to family to ensure child's attendance improves.
  - Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.
  - If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, an authorised officer at the school sends by registered post, a
  - **Notice (Form 4 – Failure to attend (s.178(2))** to both parents outlining parents' legal obligation and inviting both parents to attend a meeting to discuss the situation.
  - Authorised officer at the school keeps a copy of the Notice (Form 4) and records date, time and by whom letter was posted.
  - If after sending the Notice (Form 4):
  - a meeting occurred with the parents, but there is no change in circumstances within one week (5 school days) of this meeting; or
  - a meeting did not occur with the parents, and there is no change in circumstances within one week (5 school days) of sending the Notice;
  - an authorised officer at the school sends by registered post a **Warning Notice (Form 5 – Failure to attend (s178(4))** advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend.
  - suing and celebrating student's attendance - %100 Attendance Certificate at the end of each term
  - At Tully State School we request parents/carers/guardians inform the school of ANY length of student absences by
    - Calling the school notifying admin of the absence and the valid reason for the absence
    - Provide notification in writing to the class teacher or admin and outline the valid reason.

## NAPLAN

### NAPLAN

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

#### How to access our NAPLAN results

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

The image shows a search interface for finding schools. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a downward arrow.

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

[View School Profile](#)

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

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

Notes:

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

## CONCLUSION

*2018 was a successful year which was characterized by refinement in collaboration and teamwork across all facets of the school operations.*

*The ongoing funding I4S has enabled us to target funds to ensure improved outcomes for all of our students.*

*The development of Expert teaching teams has led to increased capability within the staff. This has led to the development of targeted quality educational programs for our students.*

*Our teachers' commitment to continual improvement and aspirational goals for students has been an ongoing highlight of our school.*

*Our P&C have worked tirelessly to support our school community.*