



## Tully State School



# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview



*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.*

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. This program provides opportunities for students to engage in early literacy and numeracy activities and become familiar with our school environment and ways of working.

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.

Our school community acknowledges and celebrates the cultural heritage of our indigenous students through our Cultural program.

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.





## Future Outlook

Area	Key Strategies
<i>Literacy Blocks – improved reading and writing</i>	<ul style="list-style-type: none"> <li>a. <i>Consistency in approach and pedagogy - elements and routines</i></li> <li>b. <i>Consolidations – Spelling, Daily writing, Vocabulary, Reading</i></li> <li>c. <i>Resource development</i></li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. <i>Planning – year level units developed</i></li> <li>b. <i>Resources ready to take and tweak</i></li> <li>c. <i>Implement Aust Curric implementation plan – STEM, HASS</i></li> </ul>
<i>Teaching Excellence</i>	<ul style="list-style-type: none"> <li>c. <i>Continue to refine the Implementation of elements of literacy blocks</i> <ul style="list-style-type: none"> <li>v. <i>Consolidation</i></li> <li>vi. <i>Teaching of reading</i></li> <li>vii. <i>Daily writing</i></li> <li>viii. <i>Spelling Vocabulary</i></li> </ul> </li> <li>d. <i>Age Appropriate Pedagogies – stage 2</i> <ul style="list-style-type: none"> <li>i. <i>Identify where already embedded in units</i></li> <li>ii. <i>Trial in EC classes – Literacy and Numeracy consolidation rotations</i></li> </ul> </li> <li>k. <i>Continue to consolidate Collaborative approaches – Team Leader/Member; Coaching and support strategies</i></li> <li>l. <i>Project Teams</i></li> <li>m. <i>Teaching teams</i></li> <li>n. <i>Profiling and coaching</i></li> <li>o. <i>WPR</i></li> <li>p. <i>Develop Professional Development Plan</i></li> <li>q. <i>Revise Teacher SRD</i></li> </ul>
<i>Leader Capability</i>	<ul style="list-style-type: none"> <li>e. <i>Develop Teacher Capability System</i></li> <li>f. <i>Develop SEARS system</i></li> <li>g. <i>Review current Systems</i></li> <li>h. <i>Pedagogical Framework Document on digital platform</i></li> </ul>
<i>Community Engagement</i>	<ul style="list-style-type: none"> <li>d. <i>Cultural – Document key elements of Cultural programs</i></li> <li>e. <i>Physical -</i></li> <li>f. <i>Academic – refine reporting processes and strategies</i></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 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	275	129	146	81	93%
<b>2016</b>	271	120	151	82	93%
<b>2017</b>	274	117	157	86	90%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	26	25	21
Year 4 – Year 6	25	25	24

## 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.*

## 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*

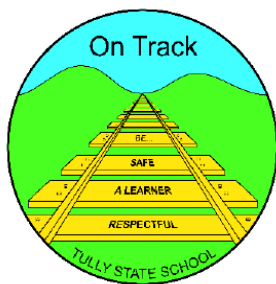
*a key component. Student self-reflection and shared regular feedback, through the use of class meetings, provide students with a self-monitoring system.*

*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 Sate 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 or 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	90%	100%
this is a good school (S2035)	90%	90%	100%
their child likes being at this school* (S2001)	93%	100%	100%
their child feels safe at this school* (S2002)	97%	90%	100%
their child's learning needs are being met at this school* (S2003)	97%	81%	82%
their child is making good progress at this school* (S2004)	90%	86%	82%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	81%	82%
teachers at this school motivate their child to learn* (S2007)	97%	90%	91%
teachers at this school treat students fairly* (S2008)	90%	81%	82%
they can talk to their child's teachers about their concerns* (S2009)	97%	90%	100%
this school works with them to support their child's learning* (S2010)	90%	85%	100%
this school takes parents' opinions seriously* (S2011)	90%	89%	100%
student behaviour is well managed at this school* (S2012)	90%	81%	91%
this school looks for ways to improve* (S2013)	83%	86%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	92%	97%
they like being at their school* (S2036)	91%	94%	88%
they feel safe at their school* (S2037)	86%	93%	92%
their teachers motivate them to learn* (S2038)	98%	90%	98%
their teachers expect them to do their best* (S2039)	99%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	93%	94%
teachers treat students fairly at their school* (S2041)	84%	90%	95%
they can talk to their teachers about their concerns* (S2042)	77%	87%	91%
their school takes students' opinions seriously* (S2043)	80%	78%	85%
student behaviour is well managed at their school* (S2044)	78%	74%	88%
their school looks for ways to improve* (S2045)	95%	94%	99%
their school is well maintained* (S2046)	96%	96%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	91%	93%	97%
they feel that their school is a safe place in which to work (S2070)	94%	93%	100%
they receive useful feedback about their work at their school (S2071)	94%	93%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	94%	100%	90%
staff are well supported at their school (S2075)	84%	85%	94%
their school takes staff opinions seriously (S2076)	84%	79%	90%
their school looks for ways to improve (S2077)	91%	92%	97%
their school is well maintained (S2078)	94%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	93%	100%

\* 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 Books 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 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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	9	35
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

*Tully State School has reduced plastic by banning plastic bin liners in all office and classroom spaces. We endeavor to reduce wastage of power and water on a daily basis.*

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	204,036	1,158
2015-2016	85,210	566
2016-2017	135,987	

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	28	<5
Full-time Equivalent	23	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	4
Bachelor degree	17
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2017 were \$ 20 781

The major professional development initiatives are as follows:

- *Australian Curriculum Implementation*
- *STEM – digital technologies*
- *Reading*
- *Writing*
- *Oneschool planning*
- *Functional Behaviour Assessment*
- *Literacy Blocks*

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 87% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	89%

\*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 2017 for all Queensland Primary schools was 93%.

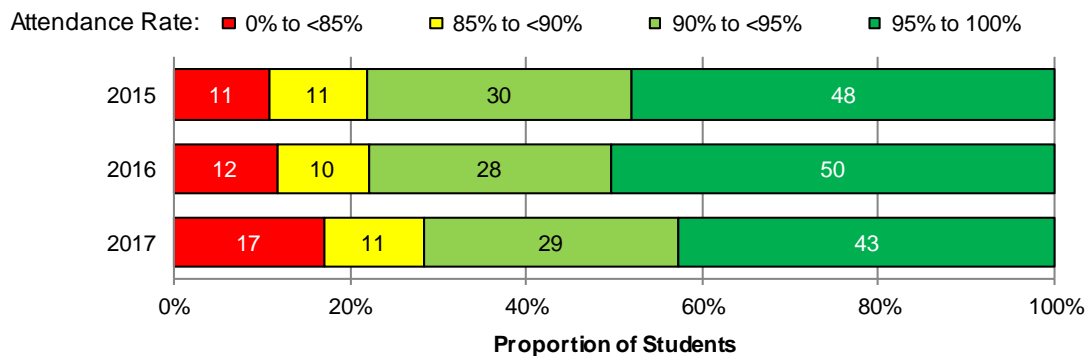
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	94%	91%	96%	93%	94%	92%						
2016	92%	92%	94%	92%	93%	94%	94%						
2017	90%	92%	90%	93%	92%	91%	92%						

\*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 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 truancy 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

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

School name	<b>GO</b>
Suburb, town or postcode	
Sector:	
<input checked="" type="checkbox"/> Government	
<input checked="" type="checkbox"/> Non-government	
<b>SEARCH</b>	

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.

## Conclusion

*2017 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.*