



Lower Tully State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	6 Collins Road Lower Tully 4854
Phone:	(07) 4066 9351
Fax:	(07) 4066 9110
Email:	principal@lowetullss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Julie Musumeci

School Overview

Our school was established in 1932 and is a co-educational State School servicing mainly the townships of Tully Heads and Hull Heads. Our vision is to develop an educational environment in which students develop confidence to learn and achieve success as individuals. Our curriculum is delivered through three main class groups: a junior group comprising Prep and Year 1, a Year 2/3/4 class, and a senior group comprising the Year 5 to Year 6 classes enjoy the full commitment of all staff and the support of a generous parent body. Our small numbers ensure an individual approach to the educational, physical and emotional needs of our clients. Whilst a strong focus highlights literacy and numeracy teaching and learning, our teachers are supported through specialists in music, physical education and instrumental music. Our curriculum is further enhanced by activities accessed with the use of our own bus to provide opportunities in sporting, cultural and experiential activities including a camping emphasis. This is further strengthened by a level of facilitation of well kept and maintained buildings and spacious grounds designed to create a most conducive ambience in which to teach and learn.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

The 2016 academic year proved to be another successful one. Most significantly, it was the first year in 35 years that we weren't led by our long-serving and much loved principal, Mr White, so some changes were to be expected. We forged ahead with Age Appropriate Pedagogies and experimented with numerous pedagogical approaches and characteristics in all year levels, with great success, noting student engagement and therefore attendance and achievement remaining high.

The data presented in this report speaks largely for itself but as always there is a story behind the information. Our community is well versed in this interpretation of results based on our small population and relishes our emphasis on individual learning journeys and our commitment to educating the whole child.

Progress was made towards refining our transition to Prep program and work is continuing in this space.

Our Investing 4 Success funds were predominantly channelled towards targeted intervention and many students reaped the benefits of on-on-one time with a teacher to clarify any misunderstandings and work towards achieving their personal learning goals.

Future Outlook

This report strongly validates the work being undertaken and paints a bright future in relation to our shared future. With the valued support of Investing 4 Success and the strong commitment from the parent body and the wider community, combined with the dedication of all staff members our school has a future outlook which I'm sure would be the envy of many.

Our School at a Glance

School Profile

Coeducational or single sex: *Coeducational*
Independent Public School: *No*
Year levels offered in 2016: *Prep Year - Year 6*

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	69	29	40	11	92%
2015*	67	30	37	10	97%
2016	57	28	29	5	84%

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

For the seventh consecutive year we were able to structure our classed based around our three teacher allocation. In keeping with our numbers spread and taking into consideration the various individual student needs of each year level cohort, we arranged our students into classes consisting of a Prep/Year 1 group, a Year 2/3/4 group, and a Year 5/6 group. Students mainly present from the Tully Heads area, however we are growing with numbers emerging from Silky Oak and Tully areas. This is aided by the support of the traditional bus company operators.

Most of our parent body are typical of those in our 4854 postcode district with many employed in either the sugar or banana industries and their associated businesses. Many families present with both parents employed and face the issues of rural living. Our ATSI population is less than 15% of our total enrolments.

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	21	20	25
Year 4 – Year 7	27	26	30
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

Like all schools, we teach the Australian Curriculum in our classrooms, and use the C2C units to assist in the delivery of this. Assessments have followed these units as well as regional priorities. Reporting to parents is undertaken at the end of each semester.

We continued our work on curriculum delivery in 2016 with the Age Appropriate Pedagogies initiative and expanded the roll-out beyond the Early Years classroom. Work centred around extending teacher capabilities in the use of a range and balance of effective pedagogical styles.

To ensure that our curriculum delivery is quality assured, we began collaboration with fellow small schools in our cluster to form planning and moderation cycles in 2016, and envisage that this will continue well into the future.

Distinctively our Instrumental Music Program which is heavily supported by our P&C Association encompasses the teaching of drums, flutes, clarinets, trumpets, trombones and saxophones. In 2016, we were able to structure the uptake of 100% of our Years 4-6 students.

Through our flexible staffing arrangements, especially with our permanent part-time teachers, we are able to offer a dedicated whole-school program in Science with a designated teacher.

Extra-curricular Activities

- *Instrumental Music*
- *Code Club (coding)*
- *Sporting Schools Program (after-school sport and recreation)*
- *Leadership activities for Year 6 students at Daradgee Environmental Education Centre*

How Information and Communication Technologies are used to Assist Learning

Computers and other digital devices are used in a variety of ways. Initially students employ computers to reinforce and practice various literacy and numeracy skills and understandings. Programs are used to present aspects of student learning activities as well as formal lessons to ensure appropriate use of technology including use of the internet. 2016 saw the introduction of Code Club to our school, and students from Year 3-6 have the opportunity to begin to learn about ways to write programs, not only use them.

Social Climate

Overview

Over many years a single most commonly offered compliment by visitors to our school is its ambiance. It's our way of life, deliberately adopted to surround our teaching and learning as a natural extension of the wonderful environs. This is further validated by the fact that many families enroll their children here as a school of choice and travel past other schools to get here, where many parents indicated as part of their reasoning for this was this school's treatment of behaviour, discipline and student well-being. An extremely high percentage of students and their parents also believe that their children are getting a good education at this school and they are happy to be here.

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)	100%	100%	92%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	92%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	94%	96%
they like being at their school* (S2036)	100%	94%	92%
they feel safe at their school* (S2037)	97%	88%	100%
their teachers motivate them to learn* (S2038)	95%	97%	88%
their teachers expect them to do their best* (S2039)	95%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	91%	77%
teachers treat students fairly at their school* (S2041)	92%	79%	67%
they can talk to their teachers about their concerns* (S2042)	94%	81%	74%
their school takes students' opinions seriously* (S2043)	95%	78%	68%
student behaviour is well managed at their school* (S2044)	68%	72%	63%
their school looks for ways to improve* (S2045)	97%	100%	92%
their school is well maintained* (S2046)	100%	85%	84%
their school gives them opportunities to do interesting things* (S2047)	100%	85%	81%

Staff opinion survey

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

The importance of the partnership between home and school is highly recognized and valued at this school. The main avenue for parents to be involved in the decision-making process is through our monthly P&C meetings. Additionally, parent assistance is always welcomed and appreciated in a number of different ways. Assistance with the staging of the Annual District Track & Field Carnival is a huge undertaking. Information sessions are staged regularly to keep our parent body cognizant of new programs and initiatives within the school. This year, we initiated Family Night which occurs each term and offers an opportunity for extended families to tour our classrooms after hours and have their students showcase examples of their learning, followed by dinner and activities. As the popularity of these nights grows, we have opened our doors to a much wider group within our whole community.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school has always been a strong advocate of the anti-bullying message and partook in National Day of Action Against Bullying and Violence again this year. Students across all year levels are involved in emotional regulation and awareness activities and respectful relationships programs. Our school Guidance Officer addresses whole class groups of issues surrounding personal safety and protective behaviours. A whole-school mindfulness program was implemented this year, with pleasing results reported across all year levels. Student wellbeing remains one of our highest priorities.

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	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

The previously installed solar panels have proven to significantly lessen the electrical consumption at our school. Additionally, students undertake composting activities which reduces substantially the amount of rubbish collected from the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	17,446	0
2014-2015	20,471	
2015-2016	28,274	

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

School name

Suburb, town or postcode

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	6	7	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	6
Diploma	
Certificate	

*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 2016 were \$5189.33.

The major professional development initiatives are as follows:

- Age Appropriate Pedagogies
- Cluster planning and moderation
- Stepping Stones maths program
- Regional Business Meetings
- Coding
- Special Needs workshops

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 45% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	90%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	95%	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%.

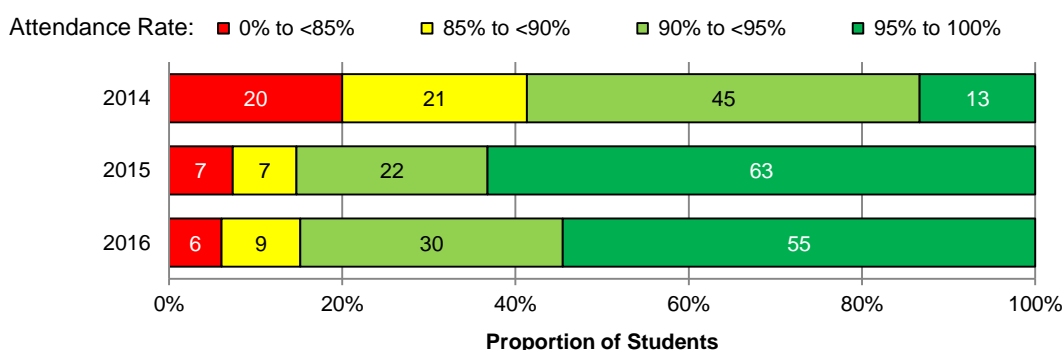
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	88%	88%	90%	89%	89%	92%	94%					
2015	91%	95%	96%	95%	98%	94%	94%						
2016	94%	93%	94%	96%	93%	97%	93%						

*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

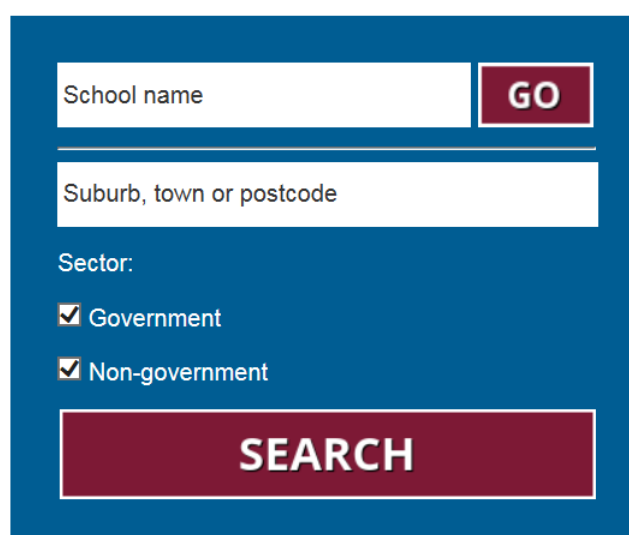
Non-attendance is managed in state schools in line with the DET procedures, [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#) and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism. Frequent reminders are presented in regular school newsletters, on our school's widely accessed social media page, and on our school sign, detailing the importance of strong attendance as well as processes and expectations when students are absent from school. All absences are followed up with a phone call to check on any support the school may be able to extend. Students with high attendance are celebrated at school assemblies, and incentives are offered for whole classes who reach their attendance targets each term.

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

Suburb, town or postcode

Sector:

Government

Non-government

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